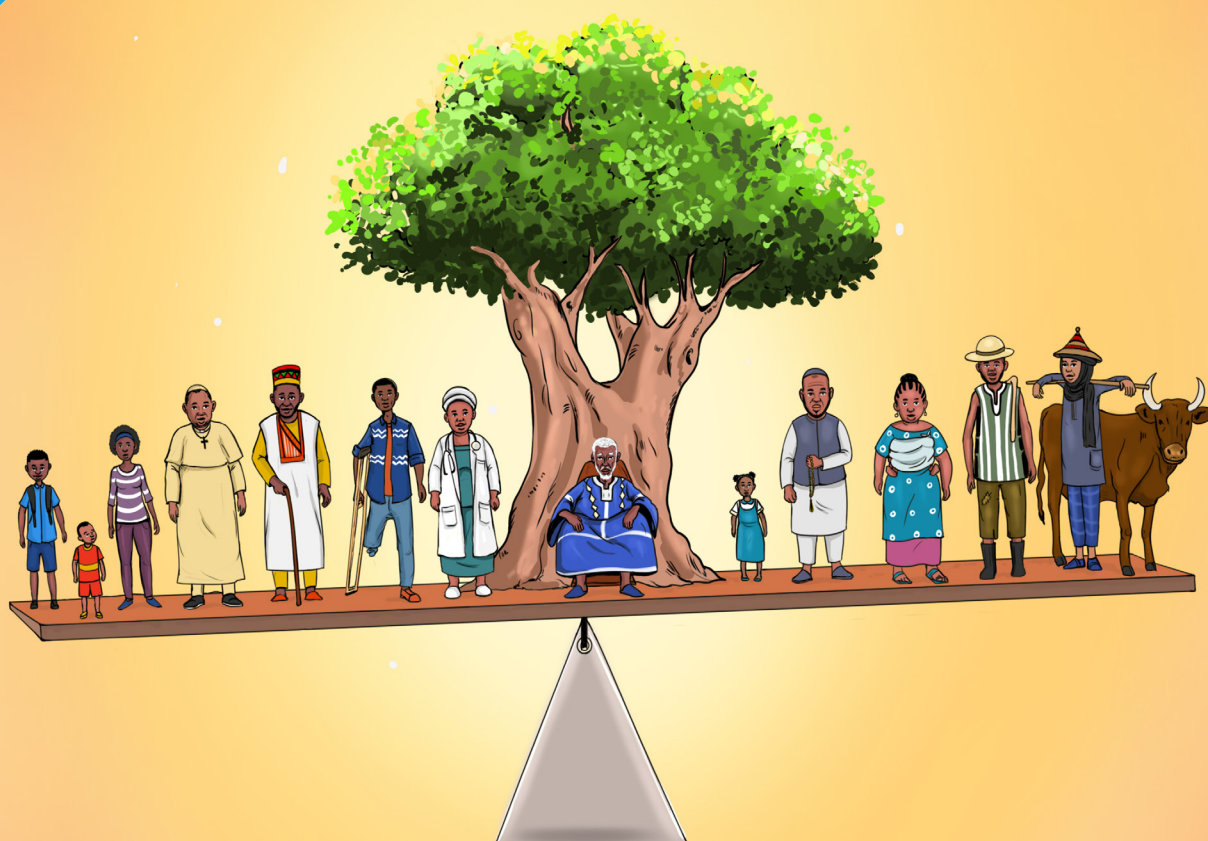




INTEGRATING CONFLICT SENSITIVITY, GENDER EQUALITY AND SOCIAL INCLUSION INTO PROJECT PROGRAMMING

TOOLBOX



Foreword

This toolkit and the accompanying practical guide are the result of action research carried out by teams from several SNV projects in Burkina Faso, Benin, Mali, Niger and Ghana as part of reflection, co-creation, practical application, learning and adaptation workshops held between September 2021 and March 2025.

They aimed to enable project teams to adopt a more holistic and coherent approach to integrating two cross-cutting approaches '**Gender Equality and Social Inclusion (GESI)**' and '**Conflict Sensitive Project Management (CSPM)**', in key stages of the project cycle:

1. Context analysis - including project-context interactions
2. Planning and identifying strategies to do no harm, and have positive impacts on gender equality, inclusion and social cohesion
3. Gender- and conflict-sensitive monitoring and evaluation

The aim is to do no harm and to maximise the positive effects of projects for greater inclusion and social stability.

The GESI/CSPM approach is relevant whatever the degree of fragility of the context and the positioning of the intervention on the Humanitarian-Development-Peace nexus. It becomes essential for projects operating in fragile and conflict-affected contexts, and where social exclusion and gender inequalities are particularly marked. In this sense, it is particularly aimed at SNV intervention countries described as fragile or affected by conflict and armed violence.

This toolkit and the accompanying practical guide are aimed first and foremost at an internal audience (SNV project teams) and then at their partners. It is particularly aimed at:

- Managers of projects with gender equality, inclusion and social cohesion components
- Conflict-sensitive project management (CSPM) advisors
- Gender equality and social inclusion (GESI) advisors
- Those responsible for monitoring and evaluation

The **practical guide** explains some of the key concepts of the two approaches, examines the links between GESI and CSPM, and capitalises on the wealth of exchanges and learning from the various workshops. It is based on the principle that it is easier to convince those around you, your teams, consultants, collaborators, implementing partners and stakeholders, if you have convincing arguments in favour of GESI and conflict sensitivity.

The accompanying **toolbox** brings together a series of practical tools, in the form of questionnaires, checklists and awareness-raising exercises, which have been developed, tested and adapted to make it easier to implement these two cross-cutting approaches in interventions.

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Introductory tool: the power walk

What is it all about?

The power walk exercise is designed to raise awareness about power dynamics and marginalisation in society. Participants physically represent various social statuses and experience how these influence their ability to access and enjoy their rights. This interactive exercise helps participants understand how policies or programs can either reinforce or reduce marginalisation.

What is the tool used for?

- To demonstrate how individuals' social status affects their access to rights and opportunities.
- To raise awareness of power relations and the impact of marginalisation on certain social groups.
- To show how policies and programs can either exacerbate or reduce social inequality.
- To help participants reflect on their own position within social power structures and the effect this has on their rights.

Who uses this tool and for whom?

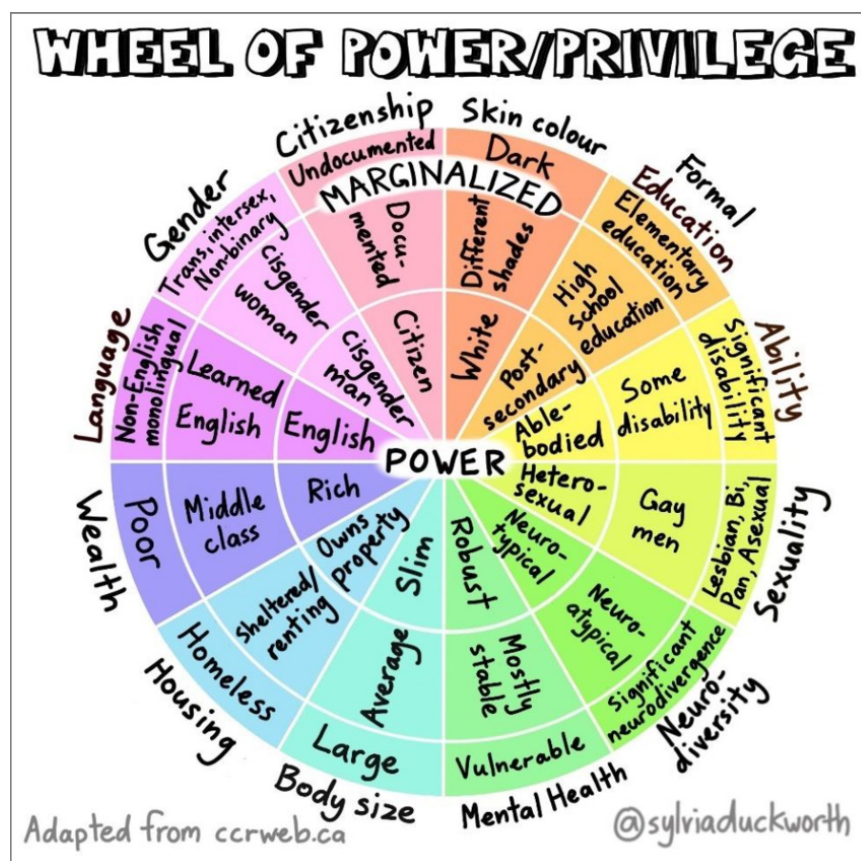
This tool is used by facilitators in workshop settings to sensitise participants about social power dynamics, marginalisation, and the enjoyment of rights. It's aimed at groups or individuals interested in exploring social inclusion, equality, and rights-based approaches.

How do I use the tool?

The ability of individuals to enjoy their rights depends on their social status and their power relationship with other members of society.

Social status is largely determined by age, position in society, gender and other characteristics (ethnicity, religion, social class, socio-professional category, disability, sexual orientation, etc.):

- Everyone has multiple identities that intersect and place them in positions of power or marginalisation.
- Social identities do not form homogenous groups or categories.
- Development interventions and public policies can mitigate or exacerbate inequalities or power imbalances.



How does it work?

Préparation

1. Identify the characters

- Draw up a list of characters relevant to the intervention context. Half of the characters should be men/boys and the other half women/girls. The men/boys and women/girls should have different social statuses in terms of the advantages and obstacles they might have. Cut the list of characters into small strips of paper.
- In larger groups, more than one person can play the same character - this can lead to interesting discussions during the debriefing period.
- If the number of participants is less than the number of characters, reduce the number but make sure you keep a balance between the number of men and women, the most advantaged and the least advantaged.
- See the list of characters below.

2. Statements

- Please see below the positively worded statements that we will be using for this exercise.

3. Choose the space

- You need a lot of space to do this exercise and it's best to do it outside.
- You need enough space for:
 - Everyone to stand in a line, shoulder to shoulder, looking in the same direction.
 - Participants to take between 15 and 20 steps in front of them, from the starting line. (They can take one step forward for each statement).
 - Ideally, there should be enough space for participants to take steps backwards.
- If there is not enough space for participants to move backwards and forwards, ask people who respond negatively to certain questions to stay put (rather than moving backwards).

Running the exercise

4. The power walk

- Ask the participants to line up, shoulder to shoulder, looking in the same direction.
- Give each participant a strip of paper describing their character.
- Ask them to keep their character a secret until the debriefing.

- Ask participants to listen to the statements:
 - For statements to which their character could answer in the affirmative, ask them to take a step forward.
 - For statements to which they answer in the negative, ask them to take a step backwards.
 - If the statement doesn't apply to them, or if they don't know the answer, they can stay in the same place.

5. Debriefing

To make this a learning exercise, ask the group questions that will enable them to:

- Say why they are where they are in the line and how they feel.
- Look for "patterns": what are the common reasons why characters are on the same line? Are there any reasons that don't fit these patterns? What does this indicate?
- How can we link these patterns to the concepts of training: how social identity, social status, gender and power relations affect the enjoyment of rights.

Specific questions you can ask:

- Ask those at the front, back or middle who they are and how they got there.
- How did they feel about moving forward, leaving the other participants behind? How did those who were moving backwards feel?
- What power relationships are illustrated by this exercise?
- Ask each participant who is in a disadvantaged position to put themselves in the place of someone who is in an advantaged position and vice versa. How would their position in the line change?
- Ask everyone to change the gender of their character, i.e., a male scientist becomes a female scientist.
- Try changing a statement and see if it changes the position of certain people. For example, "I can take a training course to advance in my professional life if my organisation can provide me with acceptable accommodation". Ask who is still disadvantaged. What needs to be done to remove the obstacles that restrict certain disadvantaged people?
- Ask participants what they have learned from this exercise and what it might mean for their organisation.

Ideas and tips

- This activity can be effective even if the participants have already done it:
 - It is often presented without taking gender aspects into account.
 - For the participants, playing different characters and reacting to different statements opens new perspectives.
 - Participants can learn by listening to the reactions of colleagues doing the exercise for the first time.
 - If many of the participants are familiar with the exercise, this allows for more nuanced and in-depth discussions.
- If more than one person is playing the same character, this provides an opportunity to discuss the different interpretations and how the statement affects the characters differently.
- Some people underestimate or overestimate the power of their characters. For example, it happened that a 10-year-old boy was further ahead than the Minister of Education. In another case, a 17-year-old sex worker was at the same level as a police officer who often used sexual services. The debriefing is an opportunity to ask participants to reflect on their own assumptions and to encourage discussion between participants. The point is not to let people think they are wrong, but to bring to the surface assumptions about equal opportunities and to stimulate a dialogue on the subject. The preconceived ideas of certain individuals about certain social categories can also come to the surface. For example, the assumption that a young Muslim girl will always encounter more obstacles to enjoying her rights than a non-Muslim.
- If stereotypes emerge, this is an opportunity to explore questions such as:
 - How does our social status affect the way we perceive others?
 - What can we do to distinguish between our assumptions about other people's lives and reality?
 - What are the differences within the same social group?

List of statements

1. I eat at least two meals a day, whatever the season.
2. I can be promoted to the highest level and hold a senior management position in my field of work.
3. I do not run the risk of being sexually assaulted at work or on the way to work.
4. I can work in places far from my home, even if this means travelling and being away for an extended period.
5. I am consulted on issues relating to my community.
6. I have opportunities to strengthen my leadership skills.
7. I can decide where I sell my products.
8. I run no risk of being attacked.
9. I have opportunities to take training and develop my skills to reach my full potential in my field of work.
10. I can go to the toilet whenever I want.
11. I have the time and means for leisure activities, to spend time with my friends, do sport or any other recreational activity.
12. I have the power to make decisions about household spending.
13. I can decide when and how many children I'm going to have.
14. I can easily obtain information about markets, prices, where to sell, how much, etc.
15. I can get the same salary as other people in my position.
16. I can decide who I'm going to marry/I decided who I married.
17. I'm going to continue working, even after I get married.
18. I have medical insurance through my employer.
19. I can get a loan from a formal financial institution.
20. I can go to school and complete my education.

Sample of characters

1. 15-year-old girl looking after dairy cows
2. Young boy aged 19 leading herds on transhumance
3. Young woman aged 19 working for a micro-dairy in a rural area
4. Young man aged 20 practising cattle and sheep fattening in a rural area
5. Young man aged 30, president of a youth association
6. Young woman aged 30, president of a women's association, married with 3 children
7. Consultant, head of a research consultancy, aged 53, married with three children
8. Mayor (man) of a rural commune, aged 55
9. Mayor (woman) of a rural commune, aged 55
10. Young woman aged 35, single, councillor for a rural commune
11. Young man aged 35, married, 3 children, councillor for a rural commune
12. Wife of an agropastoralist, pregnant, 7 children, works on the family farm
13. Woman aged 40, provides catering services in a market, widow and mother of five children
14. Male Head of District authority, aged 50, married with 4 children
15. Female Head of District authority, aged 50, married with 4 children
16. Young orphan boy, aged 12, working as a casual labourer on an agricultural farm
17. Young orphan girl, aged 12, working as a domestic maid
18. Widow, single parent with four children, grows forage crops for cattle
19. Minister of Agriculture (man)
20. Minister of Agriculture (woman)
21. Male, village chief, aged 60, head of a polygamous family with 15 children
22. Young single man living in an area affected by armed violence
23. Young single woman living in an area affected by armed violence
24. Displaced male head of household living in an IDP/refugee camp
25. Displaced female head of household living in an IDP/refugee camp
26. Young female living in an IDP/refugee camp and with a disability
27. Young male living in an IDP/refugee camp and with a disability

Tool 1.a Guidelines for inclusive communication

The language we use, and our choice of words are reflections of social reality. If we exclude the feminine from our descriptions, for example by using only masculine pronouns or nouns, we exclude women from our reality and contribute to making them invisible and maintaining gender inequalities.

English has very few gender markers: the pronouns and possessives (he, she, her and his); and some nouns and forms of address. Most English nouns do not have grammatical gender forms (teacher, president), whereas a few nouns are specifically masculine or feminine (actor/actress, waiter/waitress). Some nouns that once ended in -man now have neutral equivalents that are used to include both genders (police officer for policeman/policewoman, spokesperson for spokesman, chair/chairperson for chairman).

A challenge for gender-inclusive communication in English is the use of the masculine form by default. For example, "Every Permanent Representative must submit his credentials to Protocol."

1. GUIDELINES FOR INCLUSIVE LANGUAGE ¹

Forms of address

When referring to or addressing specific individuals, use forms of address and pronouns that are consistent with their gender identity.

If the situation permits, you may ask the persons you are addressing or writing about what pronoun and form of address should be used for them.

There should also be consistency in the way women and men are referred to: if one of them is addressed by their name, last name, courtesy title, or profession, the other one should be as well.

Ms or Mrs?

Care should be taken to use the form of address preferred by each individual. However, when that preference is not known, precedence is given to Ms over Mrs, as the former is more inclusive and can refer to any woman, regardless of marital status.

Avoid gender-biased expressions or expressions that reinforce gender stereotypes

Discriminatory examples:

- "She throws/runs/fights like a girl."
- "In a manly way."
- "Oh, that's women's work."
- "Thank you to the ladies for making the room more beautiful."
- "Men just don't understand."

Less inclusive: "Guests are cordially invited to attend with their wives."

More inclusive: "Guests are cordially invited to attend with their partners."

How do I know if I am using discriminatory language?

Reverse the gender: Would reversing the designation or the term from masculine to feminine or vice versa change the meaning or emphasis of the sentence? Would it make the sentence sound odd?

¹ Source : United Nations, Guidelines for gender-inclusive language in English, <https://www.un.org/en/gender-inclusive-language/guidelines.shtml> (consulted on 10/07/25)

Examples:

- “Women should not seek out leadership positions.”
- “Men cannot do two things at the same time.”

Use feminine and masculine pronouns

“Pairing” is the use of both feminine and masculine forms (he or she; her or his). It is a strategy that may be used when the author/speaker wants to explicitly make both women and men visible.

Example:

“When a consultant accepts an offer of employment, **he or she** must declare any potential conflicts of interest. To qualify, **she or he** must have five years’ prior relevant experience.”

Use two different words

In cases in which highlighting gender would make the sentence more inclusive, two separate words can be used. This strategy should be used only when popular beliefs or preconceptions may obscure the presence or action of either gender.

Examples:

- “Boys and girls should attend the first cooking class with their parents.”
- “All of the soldiers, both men and women, responded negatively to question 5 in the survey on gender inclusivity.”

Use gender-neutral words

Less inclusive	More inclusive
Mankind	Humankind, humanity or human race
There are significant manpower shortages	There are significant staffing shortages
Man-made	Artificial or human-caused

Use plural pronouns/adjectives

In informal writing, such as emails, plural pronouns may be used as a shortcut to ensure gender inclusiveness. Such strategies are not recommended in formal writing.

Example:

“Before submitting your document, send it to the focal point for **their** review; **they** will return it to you with comments.”

Use the pronoun “one”

Less inclusive: “A staff member in a rural area earns less than **he** would in the capital.”

More inclusive: “A staff member in a rural area earns less than **one** in the capital.”

Use the relative pronoun “who”

Less inclusive: “If a complainant is not satisfied with the board’s decision, **he** can ask for a rehearing.”

More inclusive: “A complainant **who** is not satisfied with the board’s decision can ask for a rehearing.”

Use a plural antecedent

When referring to generic subjects, plural antecedents may be used to avoid gendered pronouns.

Less inclusive: “A substitute judge must certify that **he** has familiarized **himself** with the record of the proceedings.”

More inclusive: “Substitute judges must certify that **they** have familiarized **themselves** with the record of the proceedings.”

Omit the gendered word

Less inclusive: “A person must reside continuously in the Territory for 20 years before **he** may apply for permanent residence.”

More inclusive: “A person must reside continuously in the Territory for 20 years before applying for permanent residence.”

Use the passive voice

Less inclusive: “The author of a communication must have direct and reliable evidence of the situation **he** is describing.”

More inclusive: “The author of a communication must have direct and reliable evidence of the situation being described.”

2. GUIDELINES FOR AN INCLUSIVE AND NON-STEREOTYPED REPRESENTATION OF WOMEN IN DEVELOPMENT PROCESSES

AVOID	TO BE ENCOURAGED
Representing women (and young people) as a marginalised group or a minority. Women represent more than 50% of the population and young people more than 60% in the intervention countries.	Make them visible and credible. Aim to include at least 30% women and 30% young people (50% of whom should be women) in your projects.
Confining women to their role as mothers and housewives and depicting them cooking and collecting water (even if this is the reality, it's only part of it).	Challenge the stereotypes and imagine them speaking in front of an audience, driving a tractor, installing solar panels, etc., or simply in their business (services, food, etc.).
Describing women as carrying out "sideline activities", marginal or subordinate to men: e.g., "small" trade (call it "retailing" or "retail trade").	Consider them as economic partners in their own right and as customers of support services rather than "beneficiaries".
Using terms that evoke an "outdated" vision of gender theories: promotion of women, integration of women in development and income-generating activities, emancipation of women.	Use terms such as: women's economic empowerment, strengthening their decision-making power and capacity to influence, their role as producers, processors, entrepreneurs, etc.
Representing women as "passive victims" of difficult environmental conditions: drought, flooding, insecurity and conflict, migration, etc.	Consider women to be more vulnerable to these conditions because of their social roles and gender norms, and to require particular support.
Focusing solely on women's practical needs and confining them to the role of beneficiaries of public and community services and infrastructures: access to water, renewable resources and energy, nutritious food, etc.	Highlight their strategic interests and representativeness, their leadership in the organisations responsible for managing natural resources or public services and infrastructure, etc. at all levels: local authorities, government, supra-national platforms, etc.

Tool 1.b: Guidelines for conflict-sensitive communication

It is essential that all the communication actions of a project do not aggravate the situation and contribute to peace. To achieve this, conflict-sensitive communication should be adopted as a cross-cutting principle.

1. GUIDELINES FOR COMMUNICATING PEACE, NOT WAR

"I take sides in favour of non-violence and peace, against war and murderers. I do not remain neutral."

Johan Galtung, inventor of the term "peace journalism".

"Peace journalism", "conflict-sensitive journalism", "mediation journalism", "proactive journalism" - the names are varied, but they all relate to one and the same concept, that of using mass communication techniques with the avowed aim of preventing and resolving conflicts.

Peace/conflict journalism	War/violence journalism
1. Peace/conflict oriented Explores the conflict (X parties, Y goals, Z objects) with a focus on win-win options. Open space and time: causes and effects anywhere (including in culture and history); makes conflicts transparent. Gives all parties a voice; empathy and understanding; creative focus on the problem. Humanisation of all parties. Proactive: preventing conflict before it degenerates into violence/war. Focuses on the invisible effects of violence (trauma and glory, structural and cultural damage).	1. War/violence oriented Focuses on the conflict arena: 2 parties, one goal (to win). Closed space and time: causes and effects limited to the arena; who cast the first stone; makes wars opaque/secret. "We-them" journalism; propaganda; voices for "us". Sees "them" as the problem; focus on who wins/leads the battle. The dehumanisation of "them". Reactive: wait for violence before reporting. Focuses on the visible effects of violence (number of deaths, injuries and material damage).
2. Truth-oriented Exposes lies and hidden truths from every angle.	2. Propaganda-oriented Exposes "their" lies and helps/protects "our" lies and hidden truths.
3. People-oriented Focuses on the suffering of everyone (women, children, the elderly) and gives a voice to the voiceless. Refers to all those who have done harm. Focuses on local peace initiatives.	3. Aimed at the elite Focuses on "our" suffering and on the elite male spokespeople. Refers to "their" crimes. Focuses on elite peace initiatives.
4. Solution-oriented Peace = non-violence + creativity Sheds light on peace initiatives and the prevention of other wars or violence. Focuses on structures, culture and a peaceful society. Post-conflict: resolution, reconstruction and reconciliation	4. Victory-oriented Peace = victory + ceasefire Hides peace initiatives before victory approaches. Focuses on agreements, institutions and the controlled society. Departure for another war and return if the old one breaks out again.

2. GUIDELINES FOR CONFLICT-SENSITIVE COMMUNICATION²

Avoid describing a conflict as having only two opposing sides with, as a logical conclusion, a future winner and a future loser

Alternative:

Break down the two actors into their different components, explaining their demands and needs, which will create greater momentum in the search for solutions. Find other groups that are affected by the conflict and include their stories, opinions and goals in your reports. Interview shopkeepers or transporters affected by the insecurity, workers who are prevented from working, rural refugees who want an end to the violence, and so on.

Avoid defining the conflict by always quoting the leaders and their usual claims

Alternative:

Go beyond the elites. Investigate more deeply how people on the ground are affected in their daily lives. What do they want to see changed? Is the position proclaimed by their leader the only way to achieve this goal?

Avoid reducing conflict to the time-space of violence. Don't confuse conflict with violence

Alternative:

Highlight the links and consequences with other people in other places and the repercussions in the future (What conclusions will media consumers draw? Will these conclusions influence the attitudes of the protagonists in the event of a future conflict?)

Avoid assessing the merits of a violent action/policy solely in terms of its visible effects

Alternative:

Show the invisible face of this violence: the long-term risks of psychological damage; the increased possibility that today's victims will repeat violent acts tomorrow.

Avoid talking only about what divides the different protagonists in the conflict, the differences between what they say they want (positions)

Alternative:

Report on interests or objectives they might have in common. Ask questions likely to reveal common areas between the parties, highlighting answers suggesting that certain objectives are compatible, or even shared.

Avoid always focusing on the suffering and fear of just one side

Alternative:

Treat the suffering of all camps as having equal journalistic value.

Avoid blaming someone for "starting it"

Alternative:

Try to identify the ways in which shared problems lead to consequences that neither party intended.

Avoid words like devastated, tragedy and terrorised to describe what has been done to a group. By using words like these, journalists lose their neutrality

Alternative:

Don't use them yourself. Just quote someone else who uses them.

Avoid words like terrorist, extremist or fanatic. These words are not neutral and put the other party beyond the reach of talks

Alternative:

Call people by the name they call themselves.

Avoid emotional and imprecise words

Assassination is murder committed with premeditation. Massacre is the deliberate killing of defenceless people (soldiers and policemen are not massacred). Genocide is the total or partial destruction of a national, ethnic, racial or religious group.

Alternative:

Don't minimise suffering but use strong language carefully.

² Source: Howard R., Conflict-sensitive journalism. IMPACS-International Media Support, Denmark, April 2004, <https://www.mediasupport.org/wp-content/uploads/2012/11/ims-csj-handbook-2004.pdf> (consulted 10/07/25).

Avoid turning opinion into fact

Alternative:

If someone says something, quote the person's name, so that it is their opinion that is being expressed and not a fact quoted by you.

Avoid welcoming the signing of agreements by leaders who seem to point to military victory or a ceasefire as the only way to peace

Alternative:

Continue to talk about the other obstacles to ending the crisis, which could lead to further violence in the future. Ask what is being done on the ground to strengthen the means of resolving the conflict peacefully, meeting the structural needs of society and creating a culture of peace.

Avoid waiting for the leaders of one of the parties to put forward solutions

Alternative:

Consider all peace proposals, whatever their origin. Present these ideas to leaders and publish their responses.

Tool 2.a: Organisational gender scan of partners

What is it all about?

This tool focuses on strengthening the capacity of partners and public or private sector service providers to offer services that are inclusive and responsive to diverse target groups.

What is the tool used for?

The tool is used to conduct a guided self-assessment of existing capacities. It helps identify how well services are designed and delivered in relation to the needs, situations, and aspirations of different groups, including men, women, young people, and vulnerable groups. The results inform adjustments and improvements to service design and delivery.

Who uses the tool and for whom?

The tool is used by project teams, in collaboration with partners and public or private sector service

providers. It ultimately benefits target groups, by supporting the development of services that are better adapted to their realities and expectations.

How do I use the tool?

Step 1: Discussion with the partner's or service provider's key respondents

This tool provides questions for an interview with key representatives of the partner or service provider. The interviewer should familiarise themselves with the tool before administering it. Some questions may be simplified or ignored if they do not apply to a particular respondent.

The interviewer should begin the interview by explaining the objectives and the process.

The questionnaire is structured around the following three key criteria:

CRITERIA	GOOD PRACTICE
Understanding the specific needs of (young) men and women in relation to their gender and age	The organisation carries out an in-depth analysis of users' needs, interests and satisfaction, and then collects and presents data by gender, age and vulnerable group.
Accessibility and affordability of products and services	The organisation is aware that users may experience difficulties in accessing or benefiting from certain services because of their gender, age or vulnerability and therefore adapts its products and services to the needs and living conditions of these groups. For example, regarding working hours, distance, costs, eligibility criteria, payment options, the content or presentation/ packaging of its products or services, etc.
Internal organisational capabilities	The organisation has the internal capacity and skills to understand, respond to and monitor the needs and interests of employees and customers/suppliers based on their gender and age or situation.

The appended table contains questions for an interview with key respondents.

Step 2: Self-assessment by the partner/service provider

Referring to the scores obtained in step 1, the partner or service provider fills in a table to obtain the spider graph below.

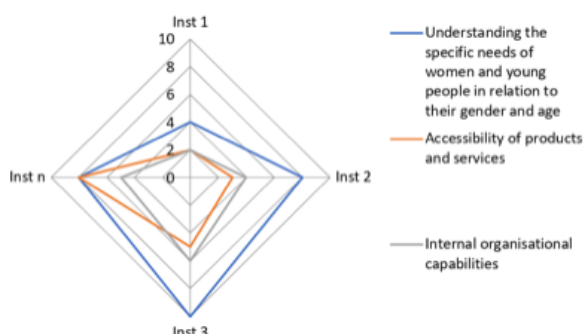


Figure 1: Spider graph from Excel file

This graph is used to take stock of the situation with a view to possible improvements. There may be more than one area for improvement. Respondents analyse the scores for each area/sector.

What is the organisation's capacity to provide services tailored to different target audiences?

- **Between 8 and 10:** The organisation has the necessary mechanisms and capabilities to provide services tailored to the needs of a female and young clientele with special needs. It is a responsible employer.
- **Between 5 and 7:** the organisation has shortcomings in this area; there is room for improvement.
- **Between 1 and 4:** The organisation does not have the mechanisms and skills in place to meet the needs of women, young people, and vulnerable groups or to act as a responsible employer and/or service provider. This needs to be addressed and special measures put in place.

Step 3: Identification and analysis of gaps and areas for improvement

The interviewers talk to the service provider or partner to identify gaps and areas for improvement. They analyse the graph and identify the area with the lowest score. For example, the organisation could score 4/10 in terms of its internal capacity to meet the specific needs of men and women. Below are some guiding questions to help you identify their gaps in providing services that are sensitive to different audiences and what still needs to be improved.

1. What do you think explains the score in this area?
2. What did you do to meet this challenge?
3. What were the results?
4. On a scale of 1 to 10, how motivated are you to take up this challenge?
5. What are you proposing to improve this area?

If another area is rated below 6, it is useful to review the guidance questions to identify the actions to be taken.

Step 4: Strategic planning and corrective measures with the service provider or partner

Identify areas for improvement and implement corrective measures. Try to prioritise.

Areas requiring improvement	Proposed actions	Dead-line	Source of budget	Person responsible

Questionnaire

Date: _____

Name of interviewer: _____

Name of organisation: _____

Name of respondent 1: _____ Sex: _____

Position: _____

Contact (phone and email): _____

Name of respondent 2: _____ Sex: _____

Position: _____

Contact (phone and email): _____

Name of respondent 3: _____ Sex: _____

Position: _____

Contact (phone and email): _____

Questions	Score 1 to 10 1: Very low capacity 10: Excellent skills
General Information	
- What is the role of your organisation? - Who does your organisation serve? - What service/product is the subject of this interview?	
1. Understanding the specific needs and interests of users according to their gender, age and vulnerability	
- Who are your target groups/users of your services? - What percentage of the users of this service or product belong to the following groups? - Men _____ % Women _____ % Young people _____ % Vulnerable groups _____ % - Describe the vulnerable groups: - Do you carry out surveys (market research, focus groups, interviews, etc.) to better understand your customers' needs? If so, give an example? - Are the data broken down by gender, age and vulnerability? - If so, give examples of the specific needs of user groups (men, women and young users by age category or vulnerable group) in relation to your service or product? - Are there any mechanisms in place to assess user satisfaction? Please describe. Is the data disaggregated? - Is there a complaints mechanism for your service or information provision? If yes, is it disaggregated by gender, age and vulnerable groups? Please describe. - Are you aware of any negative impacts that your services may have on women or men of different ages or from vulnerable groups? If so, please give an example. - Do you have the in-house expertise to analyse and understand user needs and adapt your services accordingly? - Is this expertise available from other sources to help you with this?	
Good practice: <i>The organisation understands the needs and interests of different users across gender, age and vulnerable groups.</i>	Score 1 to 10 1: Very low capacity 10: Excellent skills
Comments/Observations:	

2. Service accessibility and affordability	
The organisation adapts its products and delivery approach to ensure that they are accessible to all users, regardless of their gender, age, condition or position. - What criteria, if any, must users meet to access the service or product? - What are the conditions required to access the services? Give examples (guarantee, having a certain level of literacy, being a member of a producer organisation, owning land). - How has the organisation organised its distribution points (i.e., number of points, distance in km from the most distant customer, etc.)? Please describe: _____ - Is the service provided via Information and Communication Technology (ICT) platforms, e.g., mobile phones, websites, etc.? Please describe: _____ - When is the service provided (time of day, duration, etc.)? - How long does it take to access the service once an order has been placed? _____ days - Who in the organisation provides the service (# men _____/ # women _____) - How much does this service cost? - Are there any other costs associated with using this service (e.g., labour, cooperative membership fees, travel time and costs to the service point, application fees, etc.)? If yes, give an example: _____ - What are the payment terms for accessing the product or service? - How does the company provide customers with information about its products or services? - Do these information channels exclude certain groups? If so, which ones? - What is the organisation doing to bring its services closer to users or customers? Describe: _____ - Is your service inaccessible to a particular category of customer because of their gender or age? Which category? For what reason?	
Good practice: <i>The organisation recognises that men and women of different ages and in situations of vulnerability face different barriers in accessing services and adapts its services accordingly.</i>	Score 1 to 10 1: Very low capacity 10: Excellent skills
Comments/Observations	
3. Internal organisational capabilities	
- Do you have an internal policy (human resources management, other) that contains specific measures to promote the inclusion of women, young people and other vulnerable groups? - As an employee? If so, which ones? - As users or customers? - What are the main functions in your organisation and what is the breakdown between men and women (e.g., administration, finance, handling, transport, technical advice and training)? - What percentage of people in decision-making positions are men, women, young people and people from vulnerable groups (please specify)? - Do your human resources management or corporate social responsibility policies: - Encourage the employment of women and young people, and diversity? - Aim to ensure fair remuneration conditions? - Provide equal pay for equal or equivalent work? - Enable a work-life balance (e.g., flexible working hours, parental leave, maternity leave, paternity leave, etc.)? - Provide a complaints mechanism in the event of psychological or sexual harassment? - Encourage the promotion of female leadership and training for the professional development of women and young people? Give examples. - Provide appropriate facilities for women, e.g., separate toilets, childcare facilities, etc.? - Recognise and put in place measures to mitigate health and safety risks to employees in the workplace? - Is there a person, working group or team within your organisation (or externally) responsible for understanding the different needs of men and women and for designing services tailored to women's needs? Give examples. - Do you work in partnership with organisations or individuals who support you in your activities to take greater account of the experiences and needs of women and young people? Which ones and how?	
Good practice: <i>The organisation has internal capacity and is committed to addressing and monitoring the specific needs of different genders, age groups, and vulnerable groups.</i>	Score 1 to 10 1: Very low capacity 10: Excellent skills
Comments/Observations :	

Source: tools inspired and adapted from Senders A., Lentink A., Vanderschaeghe M. et Terrillon J., Gender in Value Chains – Practical Toolkit to Integrate a Gender Perspective in Agricultural Value Chain Development, English edition, AgriPro-Focus, 2012, <https://empoweratscale.org/wp-content/uploads/2020/09/Toolkit-gender-in-VC-APF.pdf> (consulted 10/07/25).

Tool 2.b: Organisational conflict-sensitivity scan of partners

What is it all about?

This tool focuses on conflict sensitivity in the design and implementation of programmes and projects. It emphasises the need for partners to understand the local conflict context, to recognise how their actions may interact with that context, and to adapt their interventions accordingly.

What is the tool used for?

The tool is used to assess the capacity of implementing partners to design and deliver conflict-sensitive programmes. It helps identify whether partners can analyse conflict dynamics, adapt to changes in the context, and identify, monitor, and respond to conflict-related risks and opportunities throughout the project cycle.

Who uses the tool and for whom?

The tool is used by project teams during the design and contracting phases, in dialogue with current or potential implementing partners. It supports informed partner selection and engagement and ultimately contributes to more conflict-sensitive interventions that benefit target populations and local communities.

How do I use the tool?

The checklist should be used during the project design phase to assess partners' capacities and to clarify that conflict sensitivity is a requirement for all contracts awarded. Where additional capacity strengthening is planned, a more detailed assessment tool may be applied during the project start-up phase to inform targeted capacity-building efforts.

Partner organisation conflict-sensitivity capacity This checklist is intended for all implementation partners	 Please provide details	 Please provide details
Does the partner have access to a reliable and credible understanding of the conflict context that reflects the views of a range of stakeholders?		
Has the partner demonstrated their ability to integrate conflict sensitivity into their past activities (e.g., through stakeholder engagement, conflict sensitivity reviews, etc.)?		
Has the partner demonstrated their ability to carry out conflict transformation and peacebuilding activities that have had an impact in the past?		
Are there factors likely to compromise the partner's ability to be sensitive to conflict, e.g., language, affiliations, location, behaviour, interests?		
Has the partner demonstrated an awareness of the unforeseen negative effects of their actions on the conflict context? Have these effects been adequately analysed and documented?		
Does the organisation have procedures, guidelines or a systematic approach to increasing the conflict sensitivity of programmes? For example, through integration into risk management, monitoring frameworks, recruitment and procurement processes, etc.?		
Does the partner have a safety and security manual that is effectively applied and complied with by staff?		
Does the partner have a code of conduct that all staff and service providers are contractually bound to respect?		
Does the partner have an effective mechanism for receiving feedback and dealing with grievances relating to their actions?		
Does the partner have in-house expertise in conflict sensitivity ?		
Are conflict-sensitivity guidelines and tools available to staff?		
Do the staff responsible for implementing the programme have a good understanding of the local context and are they able to identify, manage and monitor the risks and opportunities associated with conflict sensitivity?		

Tool 3.a: Checklist for integrating gender equality and social inclusion into the project cycle

What is it all about?

This tool helps project teams assess how well gender equality and social inclusion (GESI) have been integrated throughout the project cycle. Using a checklist, teams can identify gaps and strengths in their GESI approach, and a radar graph visualizes the results to prioritize actions for improvement.

Who uses the tool?

Project teams, managers, GESI advisors, and external evaluators use this tool to assess and strengthen GESI integration. It's also useful for training staff on embedding GESI principles into their work.

Who is it aimed at?

It is aimed at project teams, management, and partners responsible for GESI mainstreaming, as well as those involved in monitoring and evaluation.

When should the tool be used?

Use this tool at key project milestones (design, mid-project review, and evaluation) or whenever there's a need to reassess GESI integration.

How do I use the tool?

1. **Complete the checklist:** Review key GESI questions across the project cycle.
2. **Assess gaps and strengths:** Identify areas where GESI is strong and where improvements are needed.
3. **Visualize with a radar graph:** Use the radar graph to see strengths and weaknesses clearly.
4. **Prioritize actions:** Based on the results, decide on priority actions to address gaps.
5. **Create an action plan:** Develop clear steps, responsibilities, and timelines to improve GESI integration.

Six strategies to mainstream gender in the project cycle

	Set clear targets
	Set targets for gender equality (GE) and women's empowerment (WE)
	Conduct gender-based analyses
	Plan targeted activities
	Develop gender-specific indicators
	Report and document on GE/WE

1. Set clear GESI targets and objectives

Tick the applicable answer(s):

- ☐ Your project has set clear GESI targets - Specify which ones
- ☐ Your project has clear GESI objectives - Give an example
- ☐ These targets and objectives are set out in the project document/proposal
- ☐ These targets and objectives are presented in the logical framework
- ☐ These targets and objectives are presented in the theory of change

On a scale of 1 to 5, assess how the project sets clear targets: ____

For the last three questions, if the answer is no, explain why.

2. GESI strategies, activities and affirmative actions

- ☐ Your project includes activities to achieve GESI
- ☐ Your project includes affirmative action initiatives
- ☐ Your project includes GESI deliverables
- ☐ The objectives, activities and expected results for GESI are included in the project documents

On a scale of 1 to 5, assess how the project developed strategies and affirmative actions: ____

3. GESI specific monitoring and evaluation

- ☐ Your project has developed gender-specific and disaggregated indicators to monitor the achievement of results towards GESI
- ☐ These indicators are integrated into the monitoring and evaluation framework
- ☐ Tools are available for collecting GESI-specific data
- ☐ Progress towards more GESI is monitored and described in the project's narrative reports
- ☐ GESI best practices and lessons learnt are systematically documented

If the answer is no, explain why.

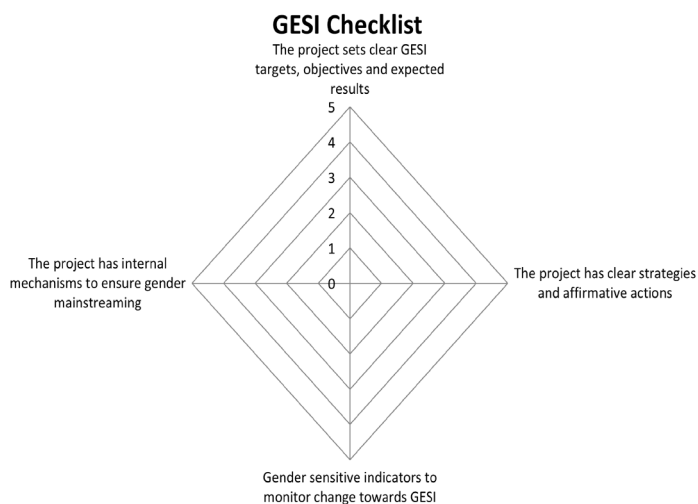
On a scale of 1 to 5, assess how the project performs gender sensitive monitoring and evaluation: ____

4. Internal mechanisms to mainstream and operationalise GESI

- ☐ Your project has conducted a GESI analysis
- ☐ Your project has a strategy for GESI
- ☐ Your project has an action plan for GESI
- ☐ The project has a budget for specific activities targeting women and/or young people and/or people with disability and/or other marginalised people targeted in your project
- ☐ Your project includes activities for GESI in its annual planning
- ☐ Team members have at least one personal objective in relation to GESI
- ☐ Your teams have been trained in GESI issues
- ☐ Your partners have been trained in GESI issues
- ☐ The project provides opportunities for reflection and learning about GESI

On a scale of 1 to 5, assess how the project puts mechanisms in place to mainstream gender: ____

Fill in the Radar graph below:



Tool 3.b: Checklist for integrating conflict sensitivity into the project cycle

What is it all about?

This tool helps project teams assess how well conflict sensitivity has been integrated into the project cycle. Using a checklist, teams can identify risks, gaps, and strengths in their approach. A radar graph can be used to visualize results and guide priority actions to enhance conflict-sensitive programming.

Who uses the tool?

Project teams, managers, conflict sensitivity advisors, and external evaluators use this tool to assess and strengthen conflict-sensitive approaches. It is also valuable for training staff on integrating conflict sensitivity into their work.

Who is it aimed at?

It is aimed at project teams, management, and partners responsible for ensuring conflict sensitivity, as well as those involved in monitoring and evaluation.

When should the tool be used?

Use this tool at key project stages (design, mid-project review, and evaluation) or whenever there is a need to reassess conflict sensitivity integration.

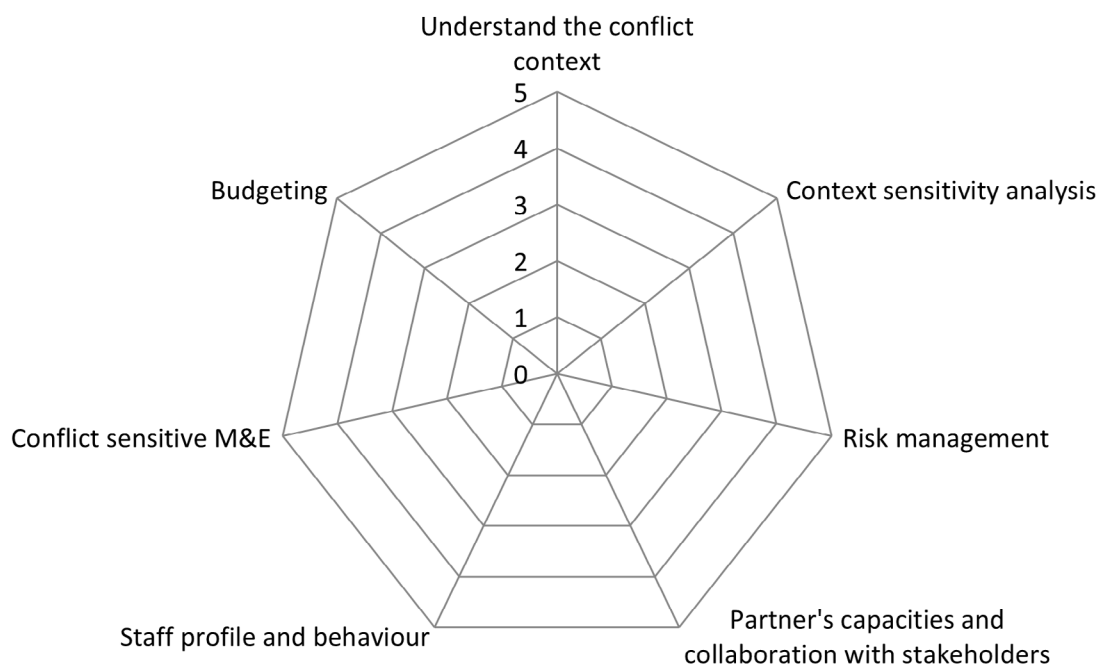
How do I use the tool?

- 1. Complete the checklist** – Review key conflict sensitivity questions throughout the project cycle.
- 2. Assess risks, gaps, and strengths** – Identify areas where conflict sensitivity is well integrated and where improvements are needed.
- 3. Visualize with a radar graph** – Use the radar graph to highlight strengths and weaknesses.
- 4. Prioritize actions** – Determine key steps to address identified gaps and mitigate risks.
- 5. Create an action plan** – Define clear actions, responsibilities, and timelines to improve conflict-sensitive programming.

Have these measures been taken to ensure that the project meets minimum standards in terms of conflict sensitivity?		 Please provide details	 Please provide details
1. UNDERSTANDING THE CONFLICT CONTEXT		Score:	
The project used existing analyses of the conflict context in its area of intervention and/or carried out a rapid analysis of the conflict context in relation to the project's areas of intervention.			
The main sources of tension (dividing factors) and opportunities for peace (connecting factors) are known and documented (either in the project document or in a separate analysis report).			
2. THE DONOR'S PRIORITIES ARE TAKEN INTO ACCOUNT		Score:	
The donor's priorities in terms of conflict prevention and resolution, peacebuilding, conflict sensitivity, inclusion and other key areas are considered.			
3. ANALYSIS OF THE PROJECT'S SENSITIVITY TO CONFLICT		Score:	
The conclusions of the conflict context analysis are considered in the design of the project (specify how: objectives, strategies, partners, personnel, target groups).			
The selection of target groups takes account of existing tensions and exclusions and is as inclusive and transparent as possible.			
The risks of harm and the opportunities for contributing to peace through the choice of partners are specified.			
If the main objective of the project is to address conflict and support peace, is there a clear theory of change/explanation of how the proposed activities will contribute to solving the problems identified in the analysis?			

Have these measures been taken to ensure that the project meets minimum standards in terms of conflict sensitivity? This checklist applies to all projects, not just those focusing on conflict mitigation and social cohesion	 Please provide details	 Please provide details
If supporting peace is not a primary objective , is it clear how the project will exploit the potential to contribute to peace and stability?		
A conflict-sensitive project management strategy is in place to ensure contextualised work plans and a "Do No Harm" approach.		
There is an exit strategy or plan for how programming will be adapted if the situation changes (scenario-based programming).		
4. CONFLICT ANALYSIS AND RISK MANAGEMENT	Score:	
The risks associated with the conflict context and their possible impact on project implementation are identified and measures to mitigate them are taken.		
Measures to protect staff, partners and beneficiaries from aggression and violence are planned and implemented.		
The risks of negative impacts of the project on social cohesion and the conflict context are identified and measures to mitigate them are taken.		
5: PARTNERS' CAPACITY FOR CONFLICT SENSITIVITY	Score:	
The partners' ability to integrate and apply conflict sensitivity was assessed.		
Where necessary, the project's partners have benefited from actions to strengthen their capacities in terms of conflict sensitivity.		
6. COLLABORATION WITH OTHER ACTORS	Score:	
The project works with conflict prevention, management and peace-building actors.		
The project works with "common ground" media that practice conflict-sensitive journalism.		
The project uses local service providers (LSPs) who master and apply the conflict sensitivity approach.		
7. PROJECT STAFF	Score:	
The project has in-house expertise dedicated to conflict sensitivity and peacebuilding.		
The recruitment of project staff considers the conflict context and reassures stakeholders of the project's neutrality/impartiality.		
The "do no harm" principle is embraced and respected by every member of the project team.		
Project staff encourage other stakeholders to give feedback (positive and negative) to make appropriate adjustments to project implementation.		
Staff denounce any behaviour that violates the code of conduct of the organisation implementing the project.		
8. MONITORING AND EVALUATION SYSTEM	Score:	
The analysis of the conflict context and risks is updated regularly.		
The project has developed indicators to monitor the achievement of results towards greater social cohesion.		
The project has developed indicators of the interaction between the project and the conflict context, which make it possible to demonstrate effective management of the risks of harm.		
The project collects disaggregated data to measure the differential impact on different groups (gender, age, profession, ethnicity, religion, etc.)		
There is a feedback and complaints mechanism (FCM) accessible to project beneficiaries and non-beneficiaries to express their concerns.		
The project includes time for reflection and learning about conflict sensitivity.		
Arrangements have been made to ensure adaptive and flexible programming. Please specify.		
Conflict sensitivity issues are included in the reporting templates.		
9. THE BUDGET SUPPORTS CONFLICT SENSITIVITY	Score:	
Conflict sensitivity activities are budgeted for (e.g., specialist staff, training, FCM, etc.).		
The project has negotiated a degree of flexibility with the donor to adjust financial forecasts (budget restructuring) and adapt to changing circumstances.		
The project has a flexible response fund which means that unforeseen activities can be added if necessary.		

CSPM Checklist



Tool 3.c: Identify and overcome different forms of resistance

What is it all about?

This tool helps project teams, and their partners recognise and understand individual and organisational resistance to change. It raises awareness of how resistance can manifest, its potential to generate tensions, and its impact on projects. By identifying different types of resistance and exploring strategies to overcome them, teams can strengthen their ability to implement change effectively and inclusively.

Who uses the tool?

This tool is designed for project teams, managers, and partner organisations working on development, peacebuilding and humanitarian projects. It is particularly useful for those involved in gender equality, social inclusion, and conflict-sensitive programming.

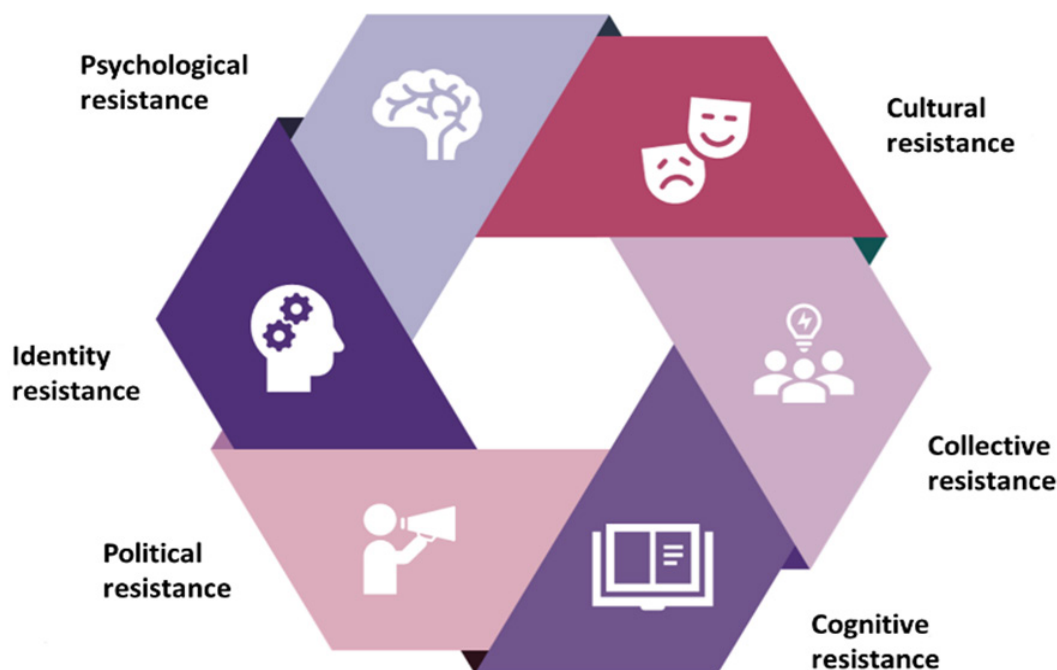
Who is it aimed at?

It is aimed at project teams, implementing partners, and stakeholders engaged in change processes, whether at the community, institutional, or organisational level. It helps them better anticipate and address resistance to ensure smoother transitions and sustainable outcomes.

How do I use the tool?

Phase 1: Identifying Resistance

- Reflect on a situation where you encountered resistance while trying to change unequal gender relations and social norms in your activities. This could be resistance from someone else or resistance you personally experienced. Write it down on a coloured card (e.g., "I don't have time," "This will disrupt our culture," "It's too complex to integrate").
- Place your card on the *Wall of Resistance*, which is divided into six categories: **psychological, cultural, collective, cognitive, political, and identity-based** (based on the provided framework or individual, organisational, collective and team resistance)³.
- **Short group discussion:** Which types of resistance are most common? What are their main characteristics?



³ Source: <https://courses.lumenlearning.com/wm-organizationalbehavior/chapter/resistance-to-change> / (consulté le 15/10/25)"

Phase 2: Exploring Impacts and Emotions

- Each participant picks a resistance that resonates with them and reflects on:
 - Have they experienced this resistance themselves?
 - How do they react to it?
 - What impact does this resistance have on strategy implementation?
- Pair discussion to share reflections.

Phase 3: Finding Solutions – The Keys to Change

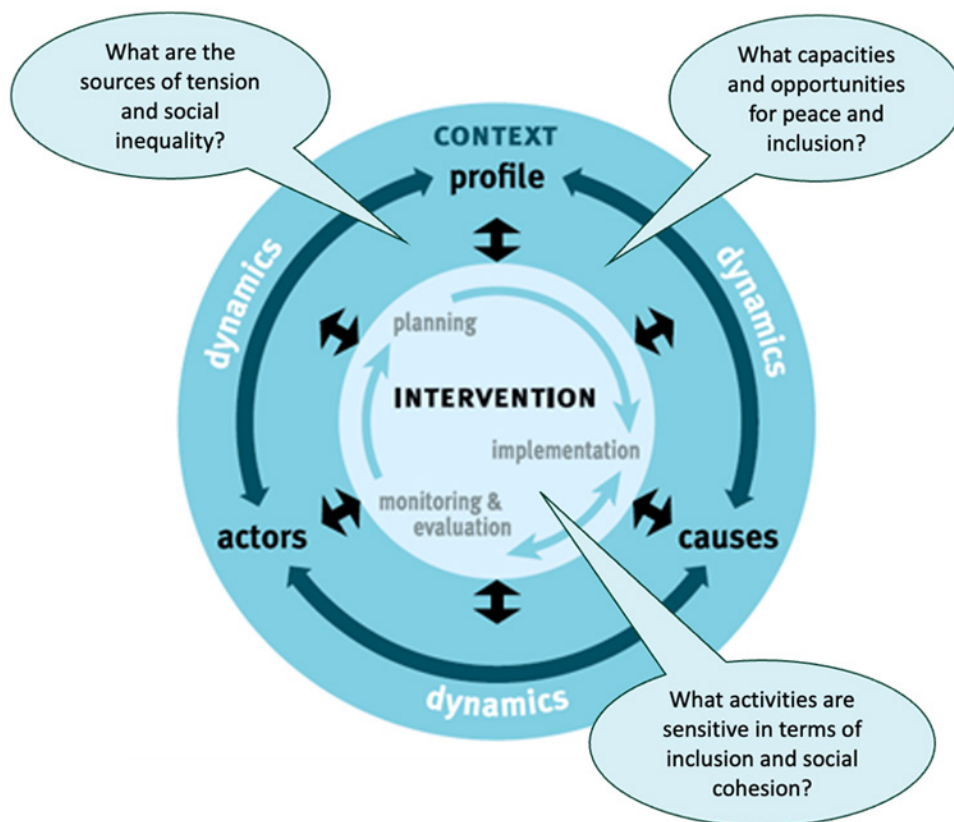
- The facilitator distributes "keys to change" cards (e.g., **training, dialogue, concrete examples, participatory approaches, recognizing success, institutional support**).

- In pairs, participants select one or more keys to overcome a specific resistance and create a concrete solution, presented as a **slogan, poster, or mini role-play sketch**.
- Presentation of solutions and placement of "keys to change" next to the corresponding resistance on the wall.
- Alternatively, participants can write their own key to change on coloured cards.

Conclusion

Connect the discussion to personal commitments and highlight the importance of anticipating and managing resistance to move forward collectively.

Tool 4: Guide for conflict-sensitive project review



What is it all about?

This tool has been developed to enable members of a project team and their partners to carry out a conflict sensitivity analysis of the project with the aim of developing strategic and operational measures to anticipate and mitigate negative impacts ("Do no harm") and maximise positive impacts ("Do more good").

Who uses the tool?

This analytical tool supports conflict-sensitive planning of the intervention. It helps the project team and/or its partners to understand the conflict context in the intervention area and to make the strategic choices underlying the intervention more explicit. The cross-referencing of these analyses makes it possible to:

- Anticipate and mitigate potential adverse effects of the context on project performance (risk management).
- Identify local opportunities and capacities for peace, to exploit/enhance them during the implementation of the project and thus strengthen its contribution to inclusion and social cohesion.

- Anticipate the potential harmful effects of the project on social cohesion and adjust the implementation approach to avoid or mitigate them.
- Identify the potential positive effects of the project on social cohesion and adjust the implementation approach to maximise them.

When should the tool be used?

At the start of the project or whenever the theory of change and/or project planning needs to be revisited and updated to take account of changes in the context and lessons learned through project monitoring and evaluation.

How do I use the tool?

Stage 1: Understanding the peace/conflict context

The aim is to use the data collected (documentary review, interviews, focus groups, etc.) on the dynamics, causes and actors of conflict to identify the main dividing and connecting factors.

THE PEACE/CONFLICT CONTEXT	
Dynamics	Is there a history of conflict? What inter-group conflicts are significant or likely to escalate? How does the situation manifest itself and how is it developing?
Causes	What are the visible and hidden causes of conflict? What are the structural (political, economic) and cultural/social causes?
Actors	Who are the actors who influence the peace/conflict context? How do they do this? What are the relationships and power dynamics between them? What roles are expected/played by women/men? Young women/young men? Where does the project/organisation stand as a stakeholder in this context?
Dividing and connecting factors	Attitudes, perceptions, values, feelings, culture: How do these aspects influence the context of conflict or peace, positively or negatively? Behaviours, experiences, activities: What has happened in the past that has had a significant impact (positive or negative) on the current conflict/peace context? How? Capacities and resources: What existing capacities and resources influence the conflict/peace context (positively or negatively)? How? Structures, systems and institutions: Which structures, systems and institutions play an important role? What role do they play? Interests and issues: What are the interests/issues of the various stakeholders? How do these convergences or divergences influence the conflict/peace context?

Caution: A connecting factor can also be a dividing one, so we need to be clear about what it is about this element that brings the actors together. What precisely divides them? Who does it bring together? Who does it divide? At what point? In what context? Does the power to bring people together or divide them change? How does it change? Why or why not?

Stage 2: Explain the project's strategic choices

This involves making the project's strategic choices more explicit and examining them in detail to identify any risks associated with these choices in relation to the results of the previous analysis of the conflict context (existing tensions and divisions, marginalised or excluded groups, presence or absence of armed groups, etc.). This also makes it possible to identify "sensitive" actions that involve a transfer of resources, influence the structuring and governance of the environment, or that could be badly perceived by certain groups.

THE PROJECT/INTERVENTION/ACTIVITY	
Where? (intervention area)	Why was this area chosen (village, municipality, region, etc.)? Based on what criteria? Why were other areas not selected? What other choices of location have an impact (project headquarters or base, supply sources, routes used, etc.)?
When? (period and duration)	Why intervene at this moment in time? How long will the project last? How do we know that the project is complete (criteria)? Is there an exit strategy?
Who? (financial backers)	Why is this organisation funding the project? What importance do they place on conflict-sensitivity and peacebuilding?

By whom? (operators)	What is the mandate of the operating organisation? How is it structured? Why did this organisation set up the project? What added value or skills does it bring? What are its capabilities and strengths in terms of conflict sensitivity? How is the organisation perceived? Do the staff reflect the diversity of the context?
With whom? (partners)	Why are these organisations involved in the project? How were they identified? Based on what criteria? What roles do they play in implementing the project? What are their capabilities and strengths/drawbacks in terms of conflict sensitivity? Where are our partners in the conflict? What role are they playing? How are the partners perceived? Do their staff reflect the diversity of the context?
For whom? (beneficiaries, impact groups)	Does the selection of beneficiaries and impact groups take account of the dynamics of the context in terms of social cohesion? How were the beneficiaries chosen? Based on what criteria? Who will not benefit from the project? Why not? What are the potential consequences for the success of the project? Who else benefits from the project (service and product providers, etc.)?
Why? (objectives)	What needs motivated the project? What does the project want to change? What contribution will it make to social cohesion and peace? How can it help?
How? (strategy)	How does the project work (approach, values, principles)? Why does it work in this way? How does it provide support (subsidy, credit, food or cash for work, training, etc.)? What cooperation and synergies with other stakeholders?
What? (activities)	What does the project do (activities)? Why these activities? What does the project provide (food, infrastructure, money, training, tools/inputs, etc.)? Is this support appropriate given the context? What sensitive activities could be a source of tension or fuel conflict and violence?
With what? (resources)	What staff does the project have? How were the staff selected? Based on what criteria? Are local resources and skills being used and developed? How?

Stage 3: Understanding the interactions between the context and the project

Based on the findings of stages 1 and 2, the aim is to carry out a cross-analysis:

- the risks and opportunities of the context for the project/intervention
- the project's potential impact on the conflict/peace context

This makes it possible to identify measures for adjusting the project's strategic and operational choices in order to mitigate negative impacts and maximise positive impacts (in both directions). It will probably be necessary to review or modify the way in which the planned activities are implemented, but the analysis may also highlight the need to plan other additional activities.

INTERACTIONS BETWEEN THE PROJECT/INTERVENTION AND THE CONTEXT	
A) Contextual risks and opportunities for the project/intervention	
Location and timing/ programming	What are the possible impacts of the project's geographical location? How does the timing of the project affect its chances of success?
Actors involved	What is happening in the peace/conflict context that could influence the ability of the partners or stakeholders to complete the project successfully?
Political context	How could changes in the political context influence the project? What is happening politically that could help or hinder the project?
Economic context	What is happening economically that could help or hinder the project? How?
Socio-cultural context	Are there any barriers to the inclusion and participation of certain categories of people/ populations? What is happening in the peace or conflict environment that could influence the project?
Safety context	What is happening on the security front that could influence the project? How might the security context help or hinder the project?
B) Potential impact of the project on the peace/conflict context	
Resource transfer <i>(What tangible and intangible resources are we transferring, and how can these transfers impact social cohesion?)</i>	Distribution effects: How are resources distributed by the project? Which social groups benefit from the project activity, and which do/might not or to a lesser extent? Who has access to important resources, men and women? How? Effects on markets: How does/might the transfer of resources by the project affect local markets? What impact on costs, prices, availability of raw materials and competition? Substitution effects: What local resources or sources of income are replaced by project activities? Effects arising from abuse: What project resources might be stolen, misappropriated directly or indirectly or diverted from their intended use and abused? Can the resources provided be used for violence? In what way? Legitimisation effects: Which social groups are/might be strengthened in terms of their legitimisation by the transfer of resources, either as recipients or as intermediaries? <i>What are the consequences for the dividing and connecting factors?</i>
Structuring <i>(How do our actions influence the structuring of the environment, and how does this affect social cohesion?)</i>	Effects on existing structures: How do/might initiatives take account of existing structures instead of creating parallel structures? Effects on inclusion and representativeness: How do/might project actions impact on the inclusiveness and representativeness of vulnerable and/or marginalised groups within these structures (new and/or existing)? Effects on power relations: How do/might project actions contribute to the emergence of new elites who are well informed and trained, to the detriment of other members of the structure? <i>What are the consequences for the dividing and connecting factors?</i>
Implicit ethical messages <i>(How do we behave, and how might this be perceived by others in the context?)</i>	Effects of the use of force: How do/might project actions legitimise the use of force (e.g., armed protection, imposition of ideas, belligerent agents)? Effects on collaboration/competition: How do/might project actions give rise to mistrust, suspicion or competition between individuals or groups? Effects on accountability and arising from impunity: How does the project accept responsibility for its actions and report back to the communities? How are feedback, complaints and mistakes managed? Effects arising from divergences in values and ethics: How does/might the project, its partners and its staff respect the cultural values and taboos of the community? And minimum ethical standards? Demonisation effects: How does the project portray the horrors and atrocities committed (e.g., by giving the impression that all the evil is being done by one group against innocent victims)? <i>What are the consequences for the dividing and connecting factors?</i>

Tool 5: Mind map on masculinity and femininity

What is it all about?

This tool has been developed to enable members of a project team, their partners or any other audience involved in social engineering to gain a better understanding of the social norms (and sometimes stereotypes) relating to masculinity and femininity and how these norms influence the distribution of roles, tasks and responsibilities between men and women (young - old) and their access to resources and infrastructures.

Who uses the tool?

This is an awareness-raising tool. It helps the project team and/or its contractors to understand the roles, tasks and responsibilities of each person and their access to decisions, resources and infrastructures. It allows the contributions of women and young people in a particular field to be made visible and valued, to build a case for their inclusion/participation in activities, with a view to efficiency and maintaining social cohesion. This also helps to highlight barriers in terms of access and control (over resources, infrastructure, consultation and decision-making forums, etc.), so that people can become aware of them and develop strategies to remove them.

Who is it aimed at?

It is aimed at stakeholders, decision-makers and institutions involved in activities/processes (social engineering, consultation frameworks, etc.) as well as the various infrastructure management committees. As an awareness-raising tool, it can also be used as part of training for infrastructure management committees, or to raise awareness among traditional and religious leaders, local authorities and spouses of young women as part of youth employment and enterprise activities.

When should the tool be used?

At the start of a project or whenever there is a need to raise awareness of the roles and contributions of women and young men and women.

How do I use the tool?

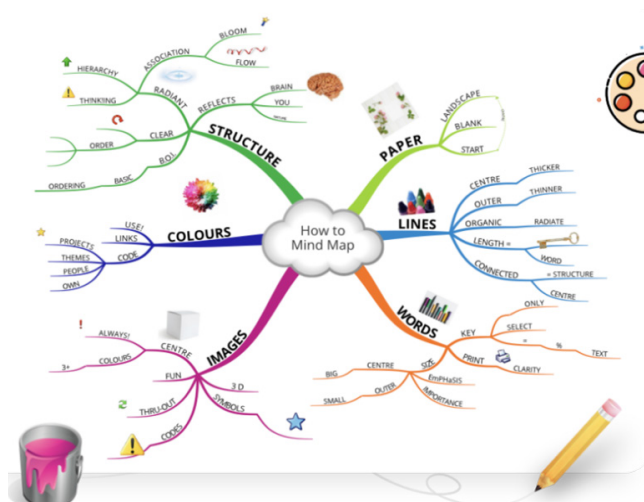
Learning objective: to understand how gender identities (male-female) influence the attitudes, behaviours, socially acceptable characteristics and social, economic and community roles of men and women in a given context.

Two groups: one made up of women and the second made up of men.

Two key concepts: men and women

The mind map

- Helps identify and organise what I know about a subject
- Represents the way I think (left/right hemisphere)
- Packs a lot of ideas into a very small space
- Detailed vision and overview
- A tree that unfolds around a central theme
- Allows you to make links, to connect each main idea to secondary ideas and so on

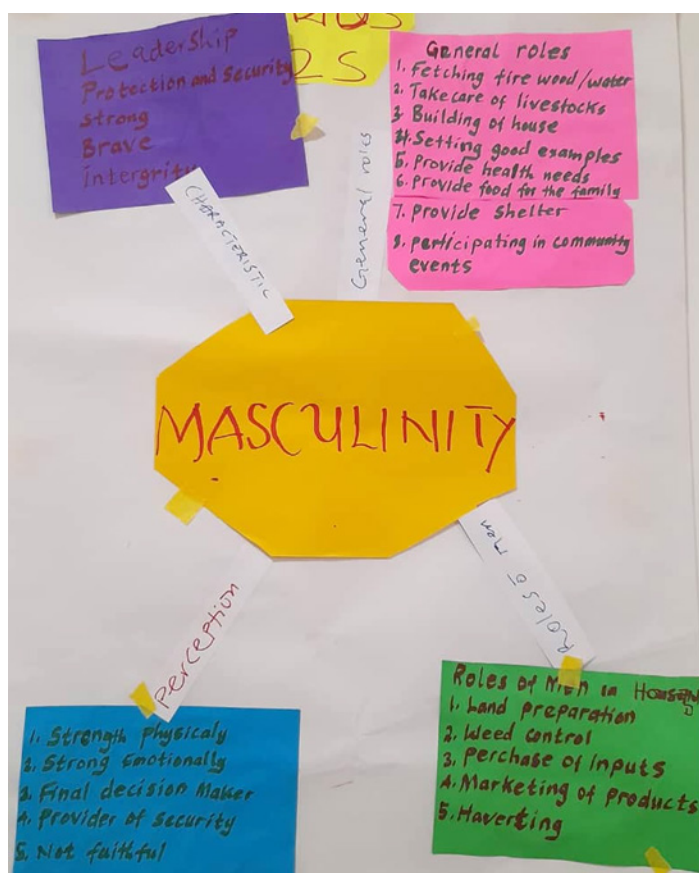


The idea is to conduct a brainstorming session starting from a central idea - men and women or masculinity/femininity - and explore the secondary ideas - the roles and characteristics specific to men and women in certain contexts (being the breadwinner for men, providing care for children and household members for women) and the underlying ideas (e.g., leading the herd on transhumance and drawing water for domestic use).

Guiding questions:

1. What are the roles, behaviours, qualities and characteristics of men and women in the context of your project?
2. What roles do men and women play in a typical household (of herders, agropastoralists, pastoralists, market gardeners, rice farmers etc.)?
3. These roles can be linked to biological characteristics, productive and reproductive activities, activities within the community and decision-making areas.

Examples: Masculinity in a typical agricultural household in Ghana



Femininity in the WASH context in Ghana



WASH = water, sanitation and hygiene

HH = Household

Tool 6: Mapping the use of spaces by different social categories

What is it all about?

This tool allows you to reflect on the spaces/places occupied by men, women and young people in a given context. The aim is to visualise the occupation of space by these social categories according to their roles, and to define how these roles linked to gender identities define differentiated access to (decision-making) spaces and to natural resources and infrastructure (pastoral and other).

Who uses the tool?

It is an analysis and awareness-raising tool. It can be used by the project team and/or its service providers or any other stakeholder (in social engineering, or in setting up consultation frameworks) to understand how each person's roles, tasks and responsibilities affect their access to decision-making areas, resources and infrastructures. This also helps to highlight barriers in terms of access and control (over resources, infrastructures, consultation and decision-making forums, etc.) so that we can become aware of them and develop strategies to remove them.

When should the tool be used?

At the start of a project, or whenever a team, partners or stakeholders need to be made aware of the barriers to access for women and young people to certain areas, particularly decision-making areas.

How do I use the tool?

Step 1:

Working in project teams, participants use mind maps on masculinity/femininity and social gender roles developed with the help of tool 5 on gender identities: roles, responsibilities, qualities, etc. Based on the different tasks/responsibilities of men and women, they draw up a list of the spaces/places where men and women carry out their activities relating to:

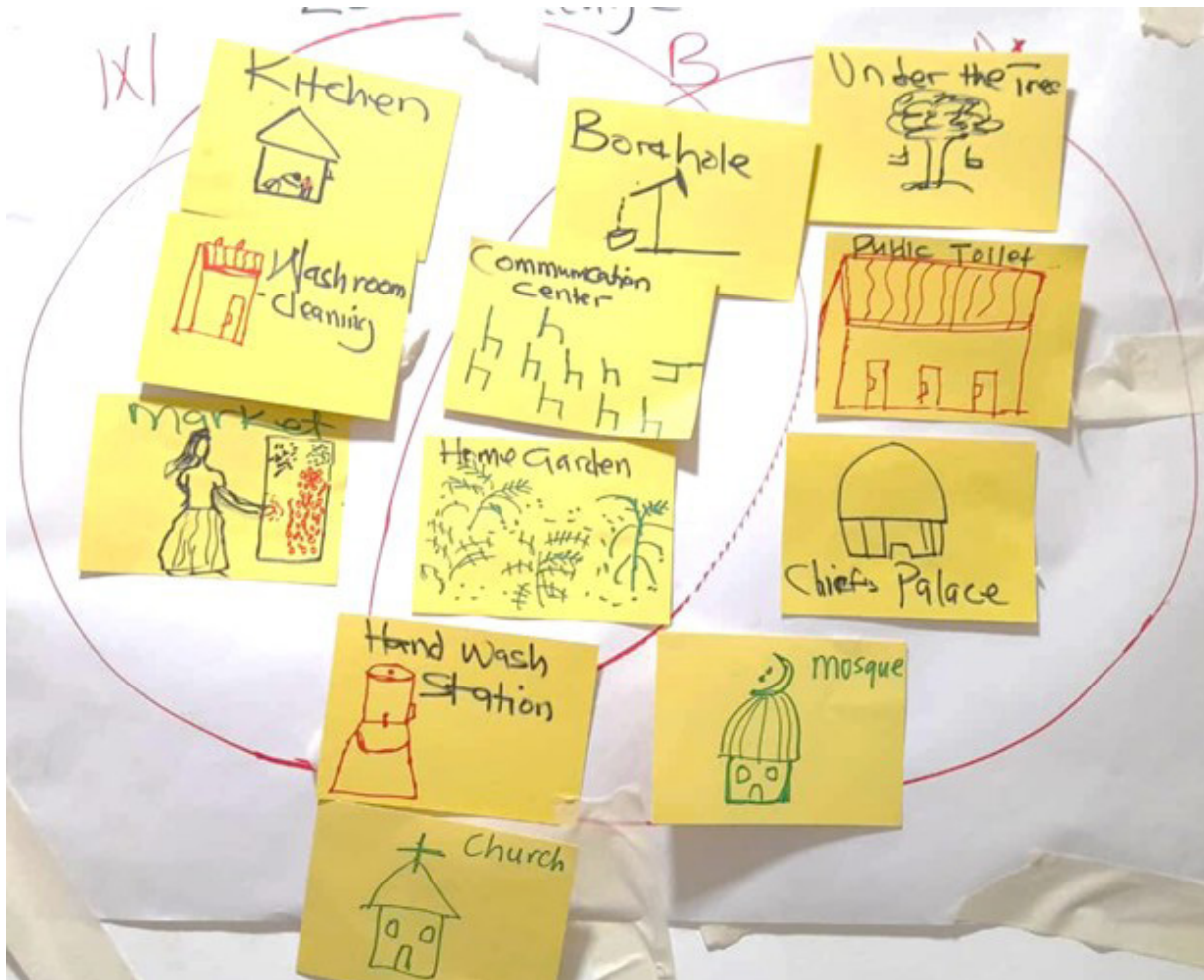
- a. Production (productive activity designed to generate income)
- b. Reproduction/household care and chores
- c. Socialisation (social events, important for social cohesion)
- d. Consultation and decision-making
- Illustrate on a poster the data relating to the "gendered" occupation of spaces: fields, pasture, water point, market, etc.
- Indicate whether these spaces are more masculine or feminine, using a symbol (male/female), while including the age dimension (young/senior) for each space.
- Specify the level of representation of each category: shared space, but rather masculine/feminine, exclusively feminine or masculine space.

It is also possible to use more abstract representations of these spaces, in the spirit of Venn diagrams.

Participants then answer the following questions:

- a. What distinguishes the spaces occupied by women from those occupied by men?
- b. What explains this breakdown?
- c. What happens in these spaces for men and women?
- d. How does this influence the "local culture/identity" of (young) men and women (socialisation)?
- e. What implications might this have for our activities/projects, particularly social engineering and multistakeholder consultation frameworks?
- f. What is the link with conflict prevention/resolution?

Example: Occupation of space by men and women in a WASH context in Ghana



W= Women (on the LHS), B= Both (in the middle), M= Men (on the RHS)

Stage 2: Interactions between conflictual contexts and gender identities - By team/project

Learning objective: Understand i) the impact of conflict on men and women in the context of your project ii) the risks of tension and conflict (harm)

1. How does the context (insecurity, climate change, pressure on pastoral resources, etc.) influence the role and access of men and women to resources, services and areas of "power" in the context of your project?

2. Where are the "points of tension" and risks of harm linked to gender inequalities in the context of your project? For example, access to water points and management, access to decision-making bodies (management committees, consultation frameworks, etc.)
3. Use a symbol to mark the points of tension.

Tool 7: Gender identities and conflicts – Gender-Equitable Men (GEM) Scale

What is it all about?

This tool raises awareness about toxic masculinities – behaviours linked to harmful gender norms, such as violence and domination. Participants reflect on how these toxic traits influence behaviour, attitudes, and work dynamics. Through a series of statements, the tool helps uncover both toxic elements of masculinity and gender stereotypes and explore ways to reduce divisive behaviours while reinforcing positive gender identities. It then evaluates how the project considers the conflict context and whether activities are designed to mitigate the harmful impact of toxic masculinities while identifying needed adaptations to ensure conflict sensitive and inclusive actions.

Who uses the tool?

This tool is used by project teams, partners, and community members to raise awareness of toxic masculinity and its effects on gender dynamics, particularly in conflict-sensitive contexts.

Who is it aimed at?

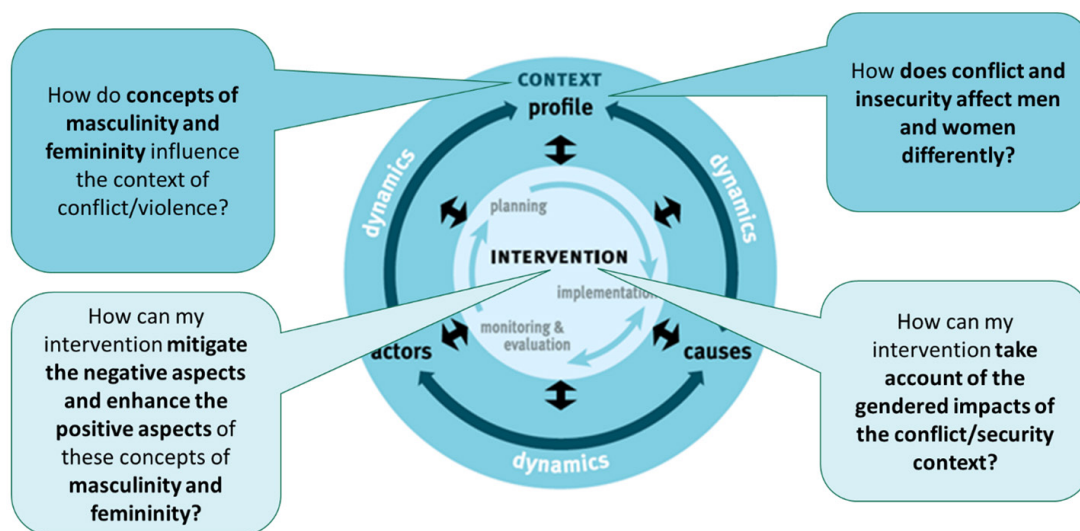
It is aimed at project teams, stakeholders, and anyone involved in gender equality, social inclusion, or conflict-sensitive work, helping them understand and address the impact of gender stereotypes and toxic masculinities.

When should the tool be used?

This tool is used in workshops or training sessions, especially when addressing gender-based violence, gender stereotypes, and how masculinity impacts social dynamics. It's also useful when adapting project activities to conflictual contexts.

How do I use the tool?

Evaluate how the project considers the conflict context and whether activities are designed to mitigate the harmful impact of toxic masculinities. Discuss adaptations needed to ensure conflict-sensitive and inclusive actions.



Step 1: Toxic masculinities and gender-based violence – Gender-equitable Men scale or GEM ⁴

The exercise can be done outdoors, or in a space large enough to allow participants to take several steps forwards and backwards.

Participants stand side by side in a line. The facilitator reads out the statements and the participants:

- Take a step forward if they are in complete agreement
- Stay put if they tend to agree
- Take a step back if they disagree

The facilitator may question the participants and ask them to justify their answers.

⁴ Pulerwitz J. et Barker G, Measuring Attitudes toward Gender Norms among Young Men in Brazil - Development and Psychometric Evaluation of the GEM Scale, Men and Masculinities Volume 10 Number 3, April 2008 pp322-338, <https://www.equimundo.org/wp-content/uploads/2014/12/Measuring-Attitudes-toward-Gender-Norms-among-Young-Men-in-Brazil-Development-and-Psychometric-Evaluation-of-the-GEM-Scale.pdf> (consulted 20 June 2025).

Domain - Affirmation	Answers		
	I totally agree	I rather agree	I disagree
Gender roles			
Women's most important role is preparing meals/ cleaning the house			
Caring for children is the sole responsibility of women			
A man should always have the last word in the home			
A woman must be submissive			
Women are the main victims of conflict			
Women have a central role to play in conflict resolution			
Masculinity			
To be a man, you must show strength (physical strength, not changing your mind, sticking to your guns)			
A (real) man doesn't show his emotions			
A man must defend his reputation, by force if necessary			
Violence			
A woman should tolerate violence in the home, for the sake of social cohesion			
Sometimes a woman deserves to be beaten			
Forced marriages are a survival strategy in the context of violent/armed conflict			
Rape is often used as a "weapon" in armed conflicts			

Step 2: Toxic and positive masculinity and femininity

Learning objective: To become aware of the role of toxic and positive masculinities and femininities in conflict/peacebuilding and social cohesion.

Two groups: one group of women, one group of men

Answer the following questions:

1. What characteristics specific to masculinity/ femininity generate/favour conflict and violence (dividing elements)? For example, the use of physical force by men.

2. What determines or encourages these behaviours?
3. What are the characteristics of masculinity/ femininity that promote social cohesion and peace (connecting elements)?
4. How can our interventions mitigate the impact of dividing factors and build on the connecting elements related to gender identities? Provide examples.

You can use the following table to present your thoughts on gender identities:

Toxic masculinities (divisor, conflicts)	Positive masculinity (connector, social cohesion)	Toxic femininities (divisor, conflicts)	Positive femininity (connector, social cohesion)

Back in plenary, the facilitator completes as needed:

- the toxic masculinities/femininities and how they contribute to conflict
- the positive masculinities/femininities and how they contribute to gender equality, inclusion and social cohesion

Step 3: Differentiated impact of conflicts on men and women

- How does conflict and insecurity affect men and women differently?

- How do the interventions in your projects take account of the gender-specific impacts of the conflict/security context?
- What conflict prevention and resolution measures are included in your projects?
- What are the implications for women, men and young people?
- What more is needed?

Appoint a rapporteur and present to the plenary session.

Tool 8: Checklist for an inclusive selection process

What is it all about?

This tool ensures that the selection process for target groups is inclusive, conflict-sensitive, and transparent, avoiding the exclusion of certain categories that could lead to frustration, dissatisfaction or conflict. It provides a checklist for project teams to assess and improve their selection processes, ensuring fairness and addressing potential biases, with a focus on transparency and inclusivity.

Who uses the tool?

This tool is primarily used by SNV project teams, implementing partners, consultants, and selection committee members involved in selecting target groups for various forms of support, such as young entrepreneurs, farmers, internally displaced people, and others.

Who is it aimed at?

It is aimed at those responsible for selecting target groups for support in project activities, including project managers, partners, consultants, and selection committees.

When should the tool be used?

This tool should be used at the start of a project, during the selection process for target groups or whenever a new selection of target groups is needed for project activities. It should also be revisited throughout the project cycle to ensure the selection process remains inclusive and conflict sensitive.

How do I use the tool?

Take an example of a selection process within your project: selection of young leaders, entrepreneurs, etc. Apply the checklist to ensure that your process is inclusive and conflict sensitive.

Section 1: Pre-selection activities

Review the activities that should be done before selecting target groups, ensuring that the context, criteria, and procedures are inclusive and well-communicated.

Section 2: Selection Criteria

Apply the checklist to assess the selection criteria to ensure they are transparent, fair, and do not inadvertently exclude certain groups. This helps ensure that selection processes are clear, consensual, and align with the project's inclusivity goals and conflict sensitivity.

Section 3: During and after selection

After completing the selection, feedback is collected from participants and the community to identify any issues or frustrations. Project teams and consultants can capitalise on good practice and, where possible, plan measures to remedy shortcomings with a view to improving the inclusive and conflict-sensitive nature of the selection process.

1. Pre-selection activities

Setting up a selection committee

To be checked and completed by the project team			Comments
The target audiences for the support are clearly defined in the project document			To be checked and corrected, if necessary, at the start of the project
These target audiences include quotas for gender, age, female-headed households and vulnerability (all or at least two of these categories)			The quota must be defined and expressed as a percentage: 40% women, young people, etc.
Develop arguments to justify quotas			The sales pitch should include simple messages demonstrating the important role played by the target groups in maintaining livelihoods, social cohesion, etc.
Clearly communicate these quotas to the consultants involved in the process			This communication takes place at the scoping meetings
Clearly communicate these quotas to the partners involved in the process			This communication takes place with the partners, and the age, gender and vulnerability quotas are specified and the tools provided (e.g., disaggregated attendance lists)
Clearly communicate the project's objectives, planned support and eligibility criteria to all stakeholders: local authorities, deconcentrated technical services (DTS), representatives of different categories (women, young people, IDPs, vulnerable groups, etc.)			Communication must take place in spaces that allow all these categories to be represented: village assembly, communal assembly, etc. The presence of these categories is documented using disaggregated attendance lists
Set up an inclusive and diverse selection committee			The committee must represent the different age and gender categories and vulnerable groups (poor households, IDPs, pastoralists, herders, etc.)
Set up a selection committee in a participative manner			The various stakeholders, including vulnerable groups, must be involved in setting up the committee
Draw up a declaration of conflict of interest and confidentiality and have it signed by each member of the selection committee			Committee members must be neutral/impartial regarding the results of the selection process and respect the principle of confidentiality regarding the decisions taken
Set up a complaints reception and management system that is accessible to all			Include representatives from each category, in addition to village and local authorities, DTS, etc.
Clearly communicate the complaints procedure to all stakeholders			Communication must take place through channels that ensure that the various social categories receive the information

2. Selection criteria

Process for defining and communicating selection criteria

Selection criteria			Comments
The selection committee defined the criteria in a participatory manner			
The criteria have been defined/validated with the authorities and the various groups concerned			For example, the classification of a poor household, or a vulnerable group, must be done with the interested parties
All the groups concerned were informed through the appropriate channels/media			Criteria are preferably communicated in the local language, using local media: local radio stations, posters in places frequented by different groups (markets, mosques), or town criers
Inclusive communication is used, and female candidates are encouraged to apply			Use of the feminine in messages communicated and clear message on female candidates
Stakeholders' understanding of the criteria has been verified			This verification is carried out through meetings with stakeholders
The understanding of the criteria by the groups concerned was verified			This verification is carried out in meetings with the groups concerned
Communication/awareness-raising campaigns were carried out with traditional and religious leaders as well as spouses regarding women's participation			This can be done at general meetings or directly with the interested parties
Tools exist to report on the participation/presence of the various target groups			Attendance lists disaggregated by age, gender etc.

Inclusive nature of selection criteria

The selection criteria are inclusive			Comments
Women are explicitly targeted with a quota: minimum 30%, 40%, 50%, etc.			The rationale for women's participation
Affirmative action is applied when necessary to encourage women to apply			Particularly in conservative settings
Groups in vulnerable situations are explicitly targeted with a quota			Specify: poor household, IDP/refugee, etc. to be defined with those concerned
Young people are explicitly targeted with a quota			For projects aimed at the employability of young people, this target audience must be remembered
The spatial distribution of the target groups is equitable			Successful candidates are distributed fairly according to municipality, district, village, etc.
Selection criteria aimed at efficiency should not be exclusive...			Whenever possible, strategies should be implemented to get around the obstacles...
Level of literacy/education			Help in filling in the application form or other required documents Possibility of using mobile phones to record/take notes/draw up business plans or provide support
Have a civil status document (e.g., national identity card)			Provide assistance in obtaining it or provide another means of confirming the applicant's identity
Membership of a farmers' group or organisation			
Being a landowner			Access to land by other means, collectively, on loan, etc.
Own livestock (for biodigesters)			
Make a contribution in kind or in cash			
Be active or have experience in an area of activity (value chain, etc.)			Plan quotas/pilot experiments to reach the most vulnerable people who want to start a business

3. During and after selection

During selection

To be verified by the selection committee			Comments
Ensure that application forms, or other documents are written in local languages and adapted to low-literacy audiences			
Relocate selection interviews and hold them close to candidates' homes			
Arrange assistance to cover travel costs to the selection interview if it is held far away			
Provide assistance during the selection interview			Resource people can provide this assistance: leaders of women's or youth groups, etc.

After selection

Actions to be taken by the selection committee			Comments
Communicate on successful candidates through the appropriate channels and in a transparent manner			Radios, posters, town criers, use of local languages
Invite all stakeholders to inform them of the shortlisted candidates			General meetings at local and district level
Reminder of selection criteria			For all communication campaigns
Manage complaints by communicating transparently about the reasons for selection			

Tool 9: Inclusive and conflict-sensitive consultation frameworks

What is it all about?

This tool helps project teams and partners assess and improve consultation frameworks, ensuring they are inclusive and conflict sensitive. By using a checklist, participants can evaluate the functionality, inclusivity, and sustainability of a framework, such as a national transhumance committee or an infrastructure management committee. It helps teams ensure that these structures or frameworks effectively engage all stakeholders while preventing exclusion or conflict.

Who uses the tool?

This tool is used by project teams, consultants, and partners who are involved in diagnosing, revitalising, or setting up consultation structures or frameworks. It can be applied by those responsible for supporting stakeholders in these processes.

Who is it aimed at?

It is aimed at project teams, consultants, and stakeholders who are involved in consultation structures or frameworks related to resource management, governance, or community engagement.

When should the tool be used?

This tool should be used during the initial diagnosis of existing consultation frameworks or when setting up new frameworks. It is also useful when revitalising frameworks to improve inclusivity and conflict sensitivity.

How do I use the tool?

1. Section 1: Framework diagnosis

Start by using the checklist to evaluate the framework from a gender and conflict sensitivity perspective. Focus on understanding the framework's typology, its functionality, sustainability, and how inclusive it is. Identify areas for improvement.

2. Section 2: Stakeholder engagement and best practices

During meetings with stakeholders, use the second section of the checklist to introduce best practices for enhancing functionality, inclusion, and conflict sensitivity. This section offers actionable guidance to ensure that the framework is truly effective, and representative of all parties involved.

3. Live case application:

To apply the tool, choose a real-life example from your project, such as the management committee of a resource or activity. Engage participants by having them use the checklist to assess the consultation framework in place, identify gaps, and brainstorm strategies for strengthening its inclusivity and conflict sensitivity.

The following additional tools can be used by project teams, consultants and partners to help them better understand the context of the framework:

- Stakeholder mapping in the intervention area, taking care to include the presence of women and young people in the various bodies: administrations, decentralised technical services, local authorities, traditional chiefs, and user representatives (data on cooperative groups and societies may be obtained from the District Assembly, the High Commission and sometimes from Municipal Development Plans).
- Analysis of the dividing and connecting factors linked to the purpose of the framework (Municipal Development Plans may contain data that serve as a starting point).
- Analysis of the positions-interests-needs of the various stakeholders and their power to influence.

Once the diagnosis has been carried out, the project teams and consultants must plan measures to remedy the shortcomings with a view to improving the functionality, performance and inclusive and conflict-sensitive nature of the consultation frameworks.

These measures, which are aimed at stakeholders, can be:

- Training to equip members of the consultation framework with the necessary knowledge and skills:
 - Mastery of the context and relevant texts and regulations
 - Skills in conflict prevention and inclusive conflict management
 - Leadership
 - Communication, negotiation
- Support for financing strategies
- Documenting good practice and lessons learned, by collecting testimonials and observing

This tool can be used iteratively, at the start of an intervention, midway through, and at the end, to monitor and evaluate the support provided as part of the revitalisation of consultation frameworks.

NB: if a point or section does not apply to the framework you are diagnosing, move on to the next point or section. For example, certain points or sections may not apply to informal and ad hoc frameworks.

1. FRAMEWORK DIAGNOSIS

Tick the applicable answer(s):

1.1 Type of framework

- ☐ Formal
- ☐ Informal
- ☐ Ad-hoc
- ☐ Permanent

1.2 Geographical scope

- ☐ Village
- ☐ Municipality
- ☐ Multiple Municipalities or Districts
- ☐ Regional
- ☐ National
- ☐ Transnational

1.3 Purpose

- ☐ Concerted management of a given area, resource or activity (specify)
- ☐ Considering the concerns and interests of the various stakeholders
- ☐ Economic and social development
- ☐ Raising awareness and training stakeholders
- ☐ Contributing to the prevention and management of disputes and conflicts between stakeholders
- ☐ Other, please specify

1.4 Functionality and sustainability

Give a score on a scale of 0 to 3 in the column provided to assess the skills of the various parties involved in the framework, and add details, if necessary, in the right-hand column. Two options apply, depending on the frequency with which the activity is carried out, or the skill being assessed.

Option 1: Note the frequency of the activity

- 0: never
- 1: sometimes
- 2: almost always
- 3: always

Option 2: Note the level of skills

- 0: absent
- 1: low
- 2: medium
- 3: good

Parties involved in the framework	Score between 0 and 3	Details as required
Representatives of customary and administrative authorities		
Understand the framework's operating rules		
Understand the issues surrounding the framework's theme		
Understand their roles and responsibilities within the framework and those of other participants		
Gather data and information within their interest group, or administration		
Present this information and defend the interests of their group		
Formulate proposals		
Participate in and accept the decision-making process		
Report decisions to their group		
Representatives of different social categories (farmers, herders, entrepreneurs, disadvantaged and marginalised groups, etc.)		
Understand the framework's operating rules		
Understand the issues surrounding the framework's theme		
Understand their roles and responsibilities within the framework and those of other participants		
Gather data and information within their interest group		
Present this information and defend the interests of their group		
Formulate proposals		
Participate in and accept the decision-making process		
Report decisions to their group		
Operating costs are covered by their own financial resources		
Framework performance		
The framework contributes to social cohesion		
The framework's interventions heighten tensions/conflicts		

1.5 Inclusiveness and conflict sensitivity

Geographic scope

The geographical scale or scope of the framework is relevant and sufficiently inclusive in relation to the issues addressed and the population concerned			
Existing consultation frameworks are considered			
The interconnection and synergy with consultation frameworks at other levels are considered			

Transparency and compliance

The consultation framework has been set up in a way that is transparent to all the groups concerned			Participation criteria and risks of exclusion Existence of quotas
The consultation framework has been set up in accordance with legal standards, rules and provisions			Identification of representatives
The purpose and objectives of the consultation framework have been communicated to all the groups concerned			

Inclusiveness

Women are fairly represented within the consultation framework			The rationale for women's participation
Young people are fairly represented within the consultation framework			The case for involving young people
Vulnerable groups are fairly represented within the consultation framework			Arguments to justify the participation of vulnerable groups
Marginalised groups are fairly represented within the consultation framework			Arguments to justify the participation of marginalised groups
Outlying hamlets are considered and represented			Justification
Temporary / transient groups are considered and represented			Justification
All groups of users of a resource, infrastructure or space are fairly represented			Justification

Representativeness

Delegates from the various interest groups are sufficiently representative and legitimate			Participatory and consensual appointment of delegates
Some delegates run the risk of monopolising the floor and exerting power over others			Specify which
Some delegates risk monopolising the management of public infrastructure or resources			Monopoly situation

Organisation

The rules governing the organisation and operation of the framework are consensual			Existence of articles of association and by-laws or agreement, management tools, minutes and reports
The rules governing the organisation and operation of the framework are adapted to the specific characteristics of the groups represented and to the purpose of the framework			Timing, location and frequency of meetings
The rules governing the organisation and operation of the framework are respected by the various groups			Working language(s) and effective participation of each category of stakeholder

Accountability and communication

The means/media used to communicate about the consultation framework and how it works make it possible to inform/reach delegates from the various groups represented			Give examples of the means of communication used
Accountability mechanisms for the groups represented have been put in place			List of examples of mechanisms

2. GOOD PRACTICE

2.1 Before the consultation sessions

Attendance sheets disaggregated by gender, age and category have been introduced			
The language and technology used, the choice of venue, the schedule (day, time, season, etc.) make it easy for all categories to take part			Why is this?
Mechanisms are in place to motivate the participation of the various stakeholders, including women and young people			Remuneration, compensation and costs for members of consultation frameworks

2.2 During consultation sessions

Attendance records show that women are systematically and fairly represented			
Attendance records show that young people are systematically and fairly represented			
Attendance records show that vulnerable groups are systematically and fairly represented			
Attendance records show a systematic and equitable presence of marginalised groups			
Representatives of customary and administrative authorities:	Score between 0 and 3	Details as required	
Present information and defend the interests of their group			
Formulate proposals			
Participate in and accept the decision-making process			
Report decisions to their group			
Representatives of different social categories (farmers, herders, entrepreneurs, disadvantaged and marginalised groups, etc.)	Score between 0 and 3	Details as required	
Present information and defend the interests of their group			
Formulate proposals			
Participate in and accept the decision-making process			
Report decisions to their group			

2.3 After the consultation sessions

The content of meetings is effectively fed back to the grassroots level in accordance with the accountability mechanisms provided			
The minutes show that decisions are fair and accepted by everyone			Everyone is present, can express themselves and benefit (win-win situation)

Tool 10: Gender- and conflict-sensitive value chain mapping

What is it all about?

This mapping illustrates the position of men, young people and women in a value chain and aims to make women and young people more visible. Although active in most agricultural and agropastoral value chains, women and young people tend to be invisible:

- In the production process, men (the head of the family) are considered to be the producers, which conceals the contributions of women and young people.
- In the processing and marketing process, women-owned businesses are more likely to be home-based, informal and small-scale, with few technological inputs. This contributes to the perception that these businesses are not competitive and therefore not relevant to development. These businesses are often ignored in the mapping of value chains.
- Paid labour, particularly female labour, is often informal and seasonal, and therefore invisible. Seasonal workers are rarely invited to participate in a value chain analysis or in the formulation of a value-adding strategy, e.g., in multi-stakeholder consultation frameworks or platforms.
- The situation and positioning of young men and women in the value chain should also be considered.

This mapping also makes it possible to identify possible sources of tension between the actors in the value chain, and to identify opportunities for strengthening inter-actor cooperation. Indeed, while interventions to promote a value chain (as a whole, or a link within it) are generally aimed at reducing inequalities and strengthening trust and cooperation, they can also disrupt the dynamic and give rise to harmful effects if care is not taken. For example:

- The distribution of support between stakeholder groups can give rise to feelings of discrimination or have legitimising effects.
- Support can distort the market by altering competitive relations (in the area of intervention or influence) or through substitution effects (replacement of resources or income).
- Support can weaken existing structures or strengthen the power of an already powerful actor.

- Support may also reveal differences in values, for example concerning child labour, gender relations or social norms.

In a fragile context, conflict or insecurity can have an impact on the operation and performance of a value chain. By addressing the social and security context, this mapping helps to avoid or mitigate such negative impacts and maximise the positive ones.

What is the tool used for?

- To obtain an overview of a value chain, representing the actors involved, their links and the percentages of men, young people and women in each segment of the chain.
- To provide a better understanding of the differences between men, young people and women in terms of activities and access to and control of resources.
- To identify the stakeholders, their constraints and opportunities in order to improve their positions within the value chain, while being attentive to potential resistance and the risks of negative disruption.
- To identify interventions to remove gender-related constraints and build on opportunities for change in favour of women actors in the value chain.
- To identify measures to mitigate risks and exploit opportunities linked to the social and security context.

Who uses this tool and for whom?

This mapping is carried out by the support organisation or its service providers as part of an action research or diagnostic activity aimed at obtaining an overview of a value chain in a given geographical area. It can also be produced as part of a participatory workshop led by partner facilitators and involving a variety of value chain actors, different service providers and stakeholders (government departments, etc.).

After the workshop, an electronic version of the map can be produced (see the example on the last page). Ideally, this version is produced after more detailed data has been collected that was not available at the workshop.

How is the tool used?



Map the value chain in 5 steps: ⁵

- Step 1: Illustrate the value chain by identifying the functions, actors and links
 - Step 2: Identify the male and female owners
 - Step 3: Identify the paid and unpaid workforce
 - Step 4: Map support services and identify opportunities and constraints/risks
 - Step 5: Add the social, environmental or contextual factors that are favourable or unfavourable (to gender equity, entrepreneurship and/or employment for women and young people, better positioning of stakeholders, inter-stakeholder cooperation and social cohesion, etc.) and identify the opportunities and constraints or risks
- Identify each function in the value chain and the links between them. Write them on cards of the same colour in the shape of an arrow. Specify: input supply, production, processing, collection, marketing and sale on domestic and export markets.
 - Identify the end markets (high-end or low-end) and write them on oval cards.
 - Make a list of the different actors in the value chain and write them on square cards of a different colour.
 - Distinguish between the actors according to their size/power and their legal status (family business, company, cooperative, level of technology, etc.).
 - Place the cards in a logical sequence on a poster.
 - Draw arrows to show the links between functions. Use the size or thickness of the arrow to show the level of cooperation that exists between the different players.
 - Place the symbol of a thunderbolt (⚡) to indicate strained or conflicting relations.

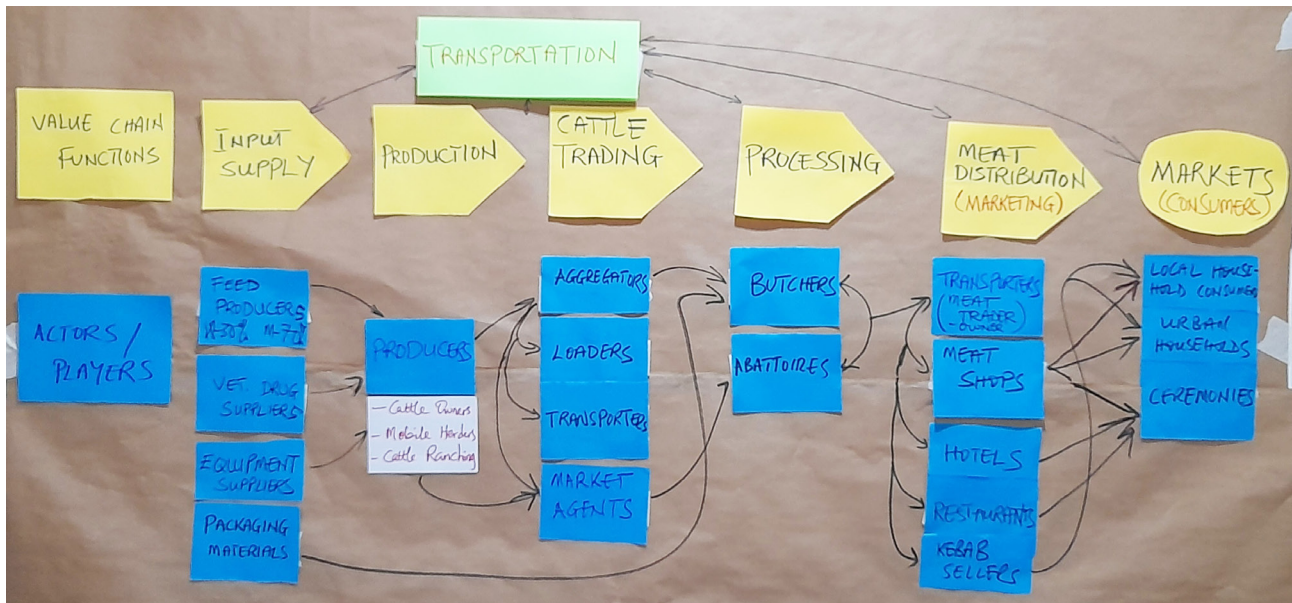
Step 1: Identify the functions and actors in the value chain

Workshop mapping instructions

- Define the geographical area (country and region) and a finished product to start mapping.

⁵ The steps are based on the methodology from : [Coffee Toolkit, Sustainable coffee as a family business, approaches and tools to include women and youth](#), Sustainable Coffee Programme, IDH, the Sustainable Trade Initiative, AgriProFocus, De Groot Drukkerij, 2014.

Example: Beef value chain in Ghana



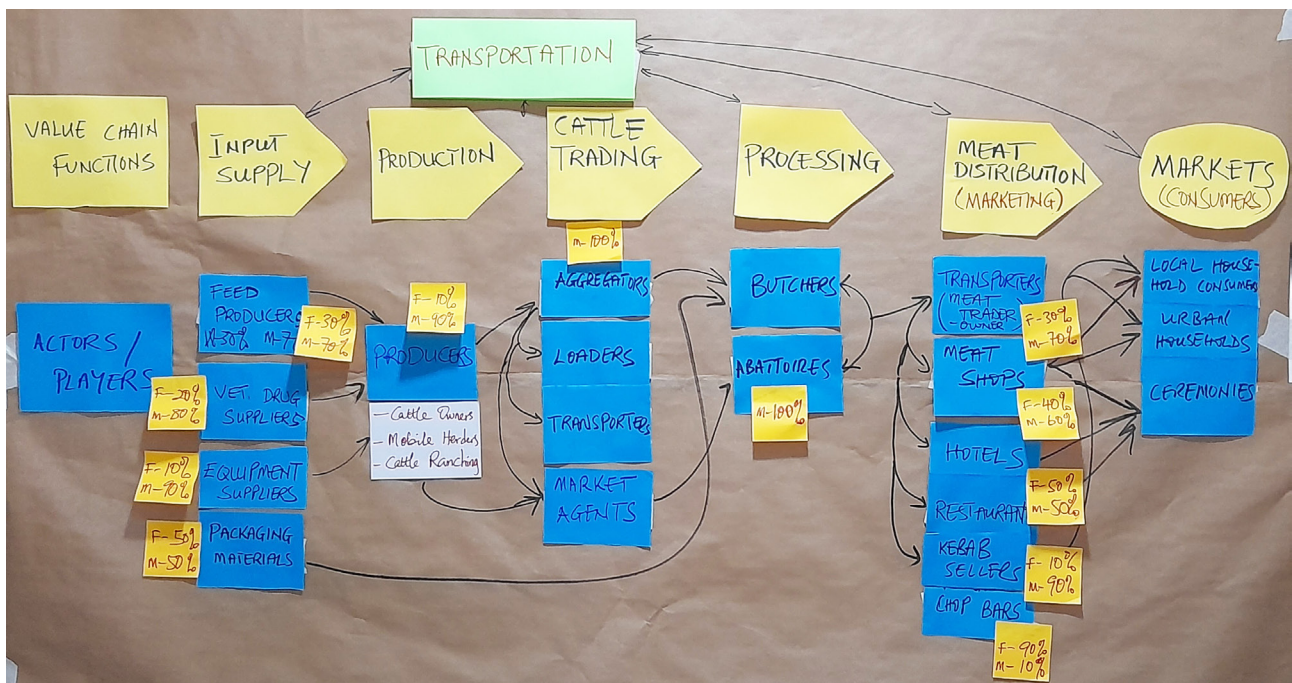
Step 2: Identify male, young and female owners

Instructions

- Identify the number of male, young and female owners for each actor represented and add them to the cards.

- Use symbols for men, young people and women or indicate common property.
- Use different sizes to illustrate the difference visually.

Example: Beef value chain in Ghana



Step 3: Illustrate paid and unpaid work

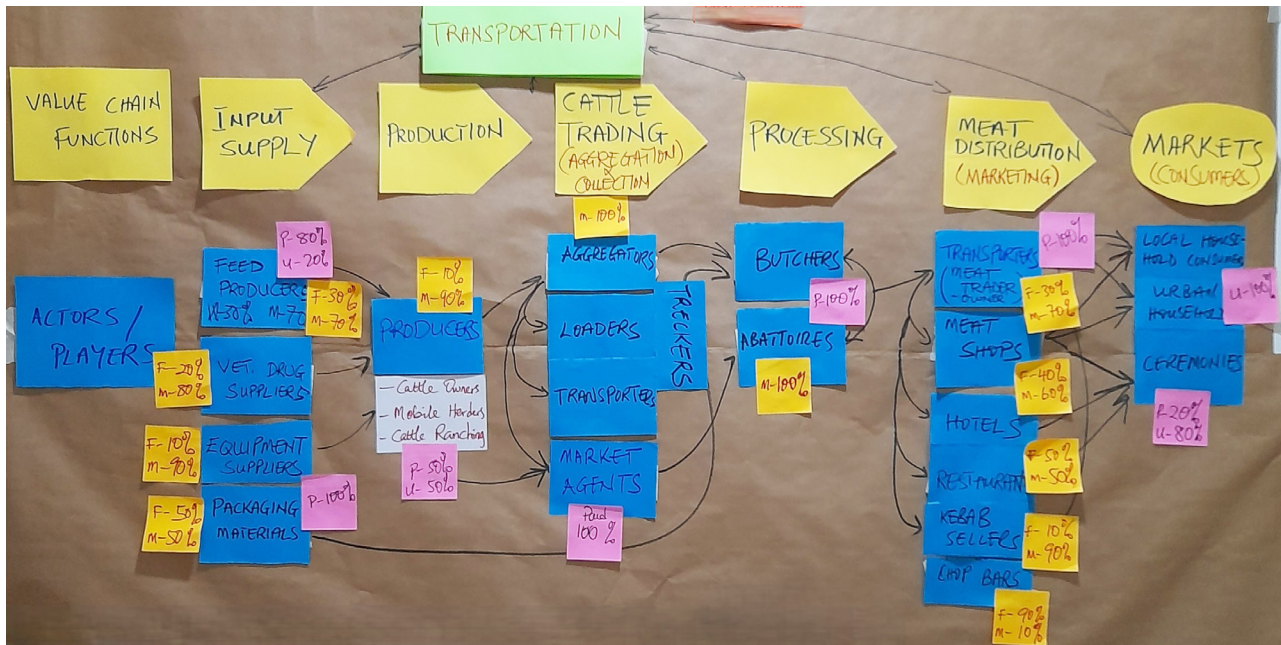
Instructions

- Find out which of the actors use paid labour.
Make cards in a third colour to show the number

of men and women employed. If possible, specify whether the work is permanent or seasonal.

- Indicate when women are part of an unpaid family workforce and have little or no control over the income generated and add this to the map.

Example: Beef value chain in Ghana



Stage 4: Mapping value chain support services

The cards below the value chain

Instructions

- Identify the support services corresponding to the actors in the value chain under each function. Write them on cards of a different colour.
- Examples of support service providers: extension services, certification services, financial services (savings, credit and insurance) and business development services such as market information, trade facilitation, business management, brand development and quality assurance.

- Consideration should also be given to services that can ease women's workload, such as childcare.
- Describe the constraints that women and young people may face in accessing these services and identify the opportunities they could take advantage of to improve their effectiveness, thereby contributing to better coordination and performance of the chain. Add a + next to the opportunities and a - for the constraints.
- Describe how these support services could impact (favourably or unfavourably) the social and security context of the value chain. Add a + next to favourable impacts and a - for unfavourable impacts.

Example: Beef value chain in Ghana



Useful questions to get the information you need:

- What percentage of men, young people and women are supported by these service providers?
- Do women and young people who provide labour on their husbands' farms benefit from financial or agricultural extension services?
- Do employees have access to on-the-job training?
- Are services designed to take account of women's particular needs and circumstances, e.g., household chores, time constraints, reduced mobility, limited access to markets and networks, limited access to property, lack of collateral to obtain a loan, etc.?
- What are the main obstacles preventing women, young people and the poor from benefiting from support services?
- What services would enable women, young people and the poor to improve their position in the value chain?
- Are there any services that could reduce the workload for women and young people, such as childcare?
- Are the processes for selecting beneficiaries of support services sufficiently inclusive and transparent?
- Do the services provided give rise to feelings of discrimination/marginalisation or inclusion?
- Do the services provided influence the market (positively or negatively) by modifying competitive relationships or through resource or income substitution effects?
- Do the services provided weaken or strengthen existing structures or the power and/or legitimacy of an actor?
- Do the services provided reveal differences in values, for example concerning child labour, gender relations or social norms?

Step 5: Describe the environmental factors

Cards above the value chain

Instructions

- Identify the main factors influencing the role and position of women and young people in the value chain, such as land rights, infrastructure, public policies, labour codes, gender roles and stereotypes, certification standards, regulations in force, consumer trends, movements promoting women's rights, climate change, insecurity, etc. Write these factors on cards of a different colour.
- Identify the constraints and opportunities that limit or promote the empowerment of women and young people in the value chain. Write them on cards and add + and - symbols.
- Identify the impacts (positive and/or negative) of the conflict/security context on the operation and performance of the value chain. Write these impacts on cards of a different colour and add the symbols + and -.
- Use symbols for men, young people and women to indicate which social groups are affected by these impacts.

Example: Beef value chain in Ghana

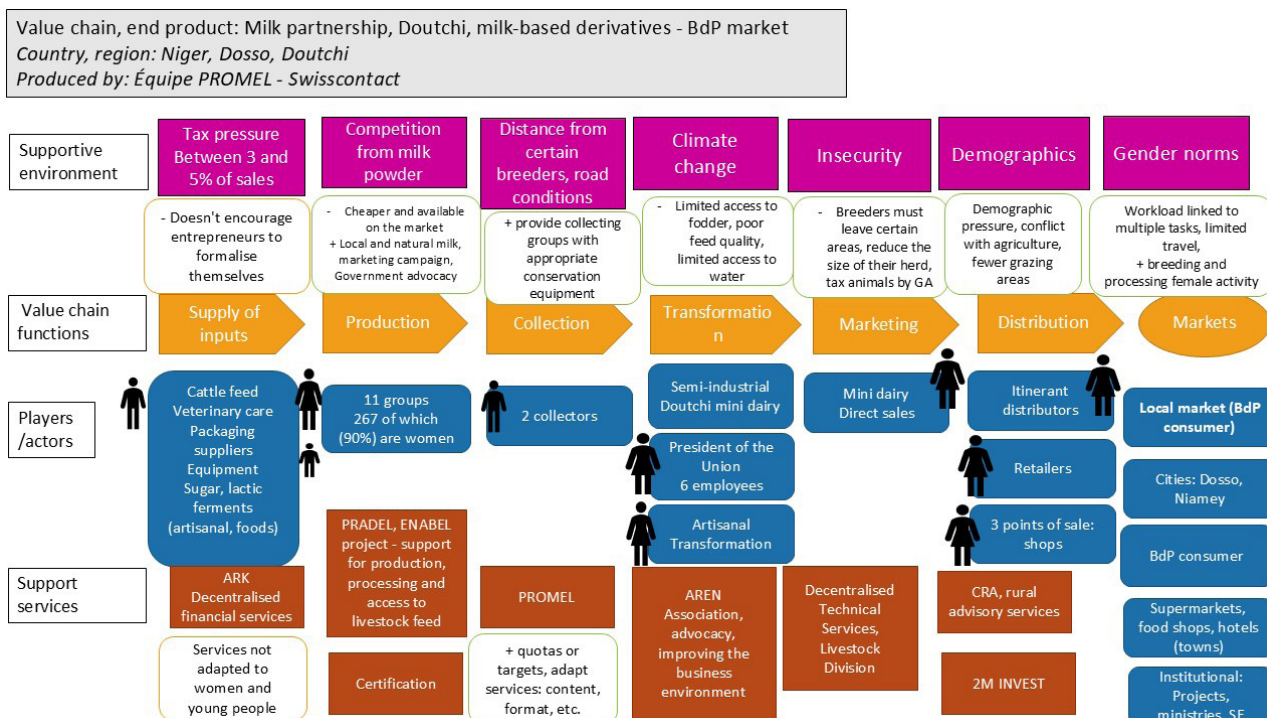


Here are some questions to guide the discussion:

- How do cultural norms and legislations influence land ownership practices?
- How does this influence women's and young people's membership of farmers' organisations and access to related services?
- How do gender stereotypes influence the opportunities and benefits that women could gain from participating in the value chain, including paid employment?
- How does this influence the presence or absence of women and young people in specific functions in the value chain, and the way their contribution is valued and rewarded?
- What is the effect on value chain improvement, product quality, productivity and value chain management?
- What are the constraints and opportunities for women and young people in terms of improving their position in the chain, for example in terms of decision-making and control over income from the family farm, working conditions or access to paid employment and/or management positions?
- Do standards and certification systems pay sufficient attention to the role and position of women and young people?
- What is happening in the conflict/security context that could influence the ability of actors in the value chain to fulfil their roles?
- What are the risks and opportunities of the conflict/security context for the operation and performance of the value chain?
- Do these risks and opportunities depend on the gender, age or other social characteristics (e.g., religion, caste, ethnicity, etc.) of the stakeholder concerned?
- Does the value chain contribute to or fuel tensions or insecurity? If so, how?

Photos taken during the GESI/CSPM training workshop held in Tamale (Ghana) in March 2025.

Example: Mapping using electronic media:



Tool 11: Gender- and conflict-sensitive infrastructure investments

What is it all about?

This checklist is designed to guide project teams, partners, and contractors through the social engineering process for constructing infrastructure. It ensures that the process is inclusive and conflict-sensitive by evaluating eight key considerations. The tool helps identify potential gaps, risks, and opportunities to improve the social engineering approach before implementation begins.

What is the tool used for?

- To assess whether the social engineering process behind infrastructure projects (e.g., water points, transformation units, livestock vaccination parks, abattoirs, markets) is inclusive and conflict sensitive.
- To identify areas where the process could strengthen social cohesion, gender equality, and reduce social inequalities.
- To determine whether the project is on track to promote positive community outcomes.
- To provide recommendations for adjustments, ensuring the project aligns with social inclusion, gender, and conflict sensitivity goals.

Who uses this tool and for whom?

This tool is used by project teams, partners, and contractors responsible for the social engineering process in infrastructure projects. It is particularly useful in workshop settings, where participants can apply the checklist to a live or historical case, identify shortcomings, and discuss improvements.

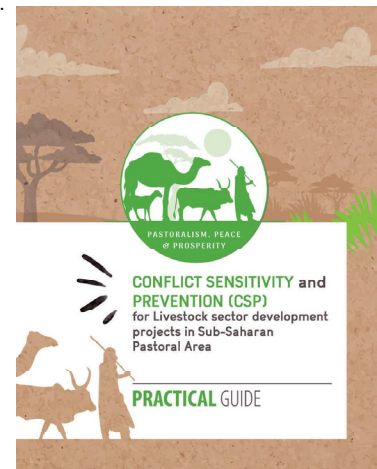
How do I use the tool?

After going through the checklist and answering questions related to the eight key considerations, it can be concluded whether:

- The project should be abandoned at this stage (if major issues are found).
- Further analysis is needed before proceeding to the next stage.
- The project cycle can continue, provided that certain conditions (outlined in the checklist) are met to ensure inclusivity and conflict sensitivity.
- The social engineering process is likely to enhance social cohesion, reduce inequalities, and foster gender equality.

The 8 important considerations in any social engineering process:

1. Goal/Purpose
2. Technical
3. Site
4. Stakeholders
5. Environment
6. Economy
7. Social
8. CSP Skills



1. GOAL/PURPOSE

Objectif #1 : Confirm that the project's objectives and functional characteristics are clearly defined, validated by the stakeholders and monitored.

Checklist	Yes 1	No 0	Ref
1.1. The environmental, economic, political and social purpose is clearly defined			
The pastoral purpose			
The agricultural purpose			
The agrosylvopastoral purpose			
The domestic purpose			
The fisheries purpose			
Will women have access to the infrastructure?			
Are the categories of women who will benefit from the project clearly identified (housewives, farmers, livestock breeders, market gardeners, etc.)?			
Are the specific needs of these women considered?			
1.2. An estimate of the maximum production or service capacity to be achieved (per animal species or product, and per unit of time or period) is available based on a study considered reliable			
Estimate per species			
Estimate per product			
Estimate per unit of time			
1.3. The rhythm of activity (days and hours, periods) is defined			
Day(s)			
Hours			
Periods			
Does this rhythm take account of women's specific needs and constraints?			
1.4. A record of the results is foreseen for monitoring the project (activities measured, where appropriate, by type of beneficiary, socio-professional category, specific sociocultural groups, gender, etc.).			

Summary of points for attention and recommendations:

(Note here the elements that require further action or that shed light on your analysis)

2. TECHNICAL

Objectif #2 : The proposed physical characteristics and technical choices are well established and validated by the stakeholders.

Checklist	Yes 1	No 0	Ref
2.1. The physical characteristics are well specified			
Surfaces			
Sizes			
Types of materials			
Types of equipment			
Sources of energy			
2.2. The physical characteristics and technical choices were presented and discussed with the various groups			
Socio-professional groups			
Socio-cultural groups			
Gender and vulnerable groups			
2.2.1 One or more groups disagreed with this technical option			
2.2.2 Other technical options were presented and discussed based on objective criteria			
2.2.3 Alternative choices were eliminated based on a shared and consensual analysis			
2.3. The technical choice is based on previous local practice/experience			
2.4. The technical choice considers the specific needs and capabilities of the stakeholders involved			
2.5. The investment, depreciation, maintenance and operating costs incurred by the technical choice are clearly defined by a study considered to be reliable, presented to the stakeholders, and the corresponding resources are identified			
Investment			
Depreciation			
Maintenance			

Summary of points for attention and recommendations:

(Note here the elements that require further action or that shed light on your analysis)

3. SITE

Objectif #3 : The selection of the proposed site is based on an analysis of the context, including the area in which the site is located and the area of influence, and on shared legal and social bases.

Checklist	Yes 1	No 0	Ref
3.1. The site was chosen by a public planning body (Government, local authority, project, etc.)			
3.1.1. Planning documents establish the relevance of the choice			
3.1.2. The selection criteria were explained and validated by all the stakeholder groups			
3.1.3. Documents, criteria and validation considered gender aspects/vulnerable groups			
3.2. The site was chosen based on a request from an association or a private individual			
3.2.1. The request comes from an official local organisation			
3.2.2. The site has been technically validated by the competent authorities			
3.2.3. The site is the subject of a consensus between beneficiaries and non-beneficiaries			
3.2.4. The request, validation or consensus considers gender aspects/vulnerable groups			
3.3. The legal basis is established, and the necessary documents are available for the validation of the site			
3.4. A formal consultation (public utility enquiry or other modality) on the choice of site was organised			
3.4.1. The local authorities/landowners in the vicinity of the site were consulted and their opinions are known			
3.4.2. One or more groups disagreed with the choice of this site			
3.4.3. Alternative sites were proposed or excluded			
3.4.4. A solution has been found and accepted to reach an agreement			
3.5. An analysis of the socio-economic, cultural and recent historical context is available			
3.5.1. The context is peaceful and satisfactory			
3.5.1.1. Existing social agreements (conventional or informal) are respected			
3.5.1.2. The project (objectives, resources, activities, etc.) could contribute to the degradation of this context			
3.5.2. The context is conflictual			
3.5.2.1. The project may contribute to a further deterioration of this context			
3.5.2.2. The project can help to alleviate at least part of this context			
3.5.2.3. Conflict resolution is a prerequisite for project implementation			
3.5.3. The public safety context is clearly analysed from a gender perspective			
3.5.3.1. Improving the security situation is a prerequisite for the project			
3.5.3.2. The project could increase insecurity in its area of location or influence			
3.5.3.3. Measures have been taken to limit risks or improve safety			
3.5.3.4. These measures consider the protection of women			
3.6. The presence of other similar projects has been correctly identified			
3.6.1. A similar project was abandoned, not continued, or has failed in the region (village, district, municipality)			
3.6.1.1. The reasons for the failure of this similar project are known and analysed			
3.6.1.2. The causes of any conflicts or insecurity caused by this similar project are known and analysed			
3.6.1.3. These same causes have been removed for the new project			
3.6.2. Similar projects currently exist in the project's area of influence			
3.6.2.1. The new project competes with existing projects			
3.6.2.2. The new project complements existing projects			
3.6.2.3. The sustainability of the network of similar projects is ensured			

Checklist	Yes 1	No 0	Ref
3.7. In view of the above, the project			
3.7.1 is likely to create/accentuate conflicts in its area of influence			
3.7.2 is likely to strengthen social cohesion in its area of influence			
3.7.3 is likely to accentuate gender inequalities and/or expose women or other vulnerable groups to risks			
3.7.4 is likely to contribute to the reduction of gender inequalities and to social inclusion and protection			

Summary of points for attention and recommendations:

(Note here the elements that require further action or that shed light on your analysis)

4. STAKEHOLDERS

Objective #4: Check that all stakeholder groups are identified and considered (direct beneficiaries, indirect beneficiaries and non-beneficiaries affected by the project)

Checklist	Yes 1	No 0	Ref
4.1 A stakeholder analysis is available			
4.1.1 Direct beneficiaries are clearly identified			
4.1.2 Indirect beneficiaries are clearly identified			
4.1.3 Non-beneficiary stakeholders (even if they are a minority, not a priority or indirectly concerned) who could have an impact on the project or who could be impacted by the project are identified			
4.1.4 Potential impacts of the project (positive and/or negative) on stakeholders and vulnerable groups are identified			
4.1.5 Measures have been taken to increase benefits for vulnerable groups and women			
4.2 Beneficiary selection criteria are defined and accepted			
4.2.1 Stakeholders are aware of the selection criteria (eligibility) for beneficiaries			
4.2.2 Selection criteria are accepted by stakeholders			
4.2.3 Selection criteria are contested by one or more stakeholders			
4.3 Measures have been taken to limit harmful effects of the project on non-beneficiaries			
4.3.1 A legal and fair compensation mechanism is planned			
4.3.2 Solutions for integrating stakeholders for whom the previous situation was more advantageous are proposed			
4.3.3 The need for additional resources for key services (health, water, security, etc.) has been assessed			
4.4 An inclusive body has been set up to monitor project implementation			
4.4.1 The composition of the Monitoring Committee is sufficiently representative and inclusive (in terms of gender, age and socio-professional categories)			
4.4.2 The terms of reference and operation of the Monitoring Committee are specified and known to its members			

Summary of points for attention and recommendations:

(Note here the elements that require further action or that shed light on your analysis)

Objectif #5 : The project ownership is established on a clear and shared basis.

Checklist	Yes 1	No 0	Ref
5.1 Operational and financial management arrangements (direct/delegated) are clearly defined			
5.1.1 The legal owner of the infrastructure is defined			
5.1.2 The person responsible for the legal aspects of the business is defined			
5.1.3 The project owner undertakes to comply with all applicable regulations			
5.1.4 The duration of any delegation of project ownership is specified (fixed or indefinite)			
5.2 Various operating and management methods were considered, presented and discussed with stakeholders			
5.2.1 Management methods include social and environmental concerns			
5.2.2 Measures have been taken to ensure social control and accountability			
5.2.3 Management arrangements ensure the long-term viability of the project, by considering all costs (depreciation, maintenance, operation, employment etc.)			
5.3 A management committee is defined before the project is implemented, with members from the competent authorities and organisations representing future beneficiaries			
5.3.1 Women, young people and other marginalised groups are involved in the operational and financial governance of the infrastructure			
5.3.2 Training and capacity building for the management committee are planned			
5.3.3 Mediation procedures are provided for in the event of a conflict over operation and/or management between the project owner and the stakeholders concerned			

Summary of points for attention and recommendations:

(Note here the elements that require further action or that shed light on your analysis)

Objectif #6 : The project management choices are established on a clear and shared basis.

Checklist	Yes 1	No 0	Ref
6.1 The mechanism for awarding the execution contract is defined, clearly communicated and accepted			
6.1.1 The mechanism is transparent			
6.1.2 The mechanism complies with legal requirements			
6.1.3 The mechanism is responsible in terms of guarantees			
6.1.4 The mechanism is fair			
6.2 The legal person or entity in charge of project management is competent			
6.2.1 They have the necessary technical skills			
6.2.2 They are sensitive to conflict and gender issues			
6.3 Contract specifications are available for consultation			
6.3.1 Contract specifications include social and environmental concerns			
6.3.2 Contract specifications include making the most of local resources and skills			
6.3.3 Contract specifications include provisions against corruption and cronyism			
6.3.4 Contract specifications include respect for labour law, social protection and fair treatment of those involved in project implementation.			
6.3.5 Contract specifications indicate the quality control procedures and the conditions precedent to the contract and the repair of defects (ten-year insurance, compensation, resumption of work, etc.)			
6.4 A worksite or activity monitoring committee is defined with members who are representative of the various age and interest groups			
6.5 Mediation procedures are provided for in the event of conflict on the worksite or during operations, and are legally validated			

Summary of points for attention and recommendations:

(Note here the elements that require further action or that shed light on your analysis)

5. ENVIRONMENT

Objectif #7 : Ensure that environmental impacts are considered and validated in consultation with stakeholders.

Checklist	Yes 1	No 0	Ref
7.1. Natural resources in the area			
7.1.1 The project will require significant use of natural resources (water, earth, sand, gravel, vegetation, wood etc.) to implement it			
Earth/Sand/Gravel			
Water			
Vegetation/Wood			
7.1.2 The worksite requires extensive land clearing			
7.1.2.1 Specific groups (gender, social, vulnerable groups, etc.) are affected by this clearing			
7.1.2.2 The reforestation/planting plan is approved by the relevant authorities and the public			
7.1.3 The effect on the quantity and availability of these specific natural resources in the surrounding area is considered acceptable during the construction and operation phases			
7.2 Biological diversity			
7.2.1 The project is likely to cause adverse effects on rare, vulnerable and/or economically, ecologically or culturally important species			
7.2.3 Environmentally sensitive areas could be adversely affected by the project (forests, wetlands, lakes, rivers, flood plains)			
7.3 Protected areas			
7.3.1 The project area (or its components) includes protected areas			
7.3.2 A management plan for the protected area is available			
7.3.3 The management plan for the protected area is considered			
7.3.4 The project is close to protected areas and could adversely affect ecology (bird flights, migrations, etc.)			
7.4 Geology and soil			
7.4.1 Geologically unstable areas or soils (erosion, landslides, collapse) are identified			
7.4.2 Risks of salinisation have been identified			
7.4.3 Existing mining or quarrying resources whose exploitation would be affected by the project have been identified			
7.5 Landscape/aesthetics			
7.5.1 The project has a negative impact on the aesthetic value of the landscape			
7.6 Pollution			
7.6.1 The project may generate a high level of noise (during construction and/or operation)			
7.6.1.1 The site is sufficiently far from residential areas			
7.6.1.2 The population concerned is informed and consulted and accepts the inconvenience			
7.6.2 The project may generate solid or liquid waste (during construction and/or operation)			
7.6.2.1 Waste disposal is planned to appropriate sites			
7.6.2.2 The infrastructure has a waste management plan (collection, sorting and disposal)			
7.6.2.3 Equipment, infrastructure and personnel are provided to ensure waste management			

	Yes 1	No 0	Ref
7.6.3 The project may affect the quality of surface water, groundwater and drinking water sources			
7.6.3.1 A plan to investigate and monitor water quality is in place			
7.6.3.2 A treatment plan and infrastructure to maintain water quality are also planned			
7.6.4 The project may affect the atmosphere (dust, various gases, odours, etc.)			
7.7 Environmental study			
7.7.1 An environmental study has been carried out in accordance with legal requirements			
7.7.2 The environmental study identified environmental nuisances for men, women, young people and other vulnerable groups, depending on their situation and activities			
7.7.3 The environmental impact assessment has been published and communicated to the public (beneficiaries or not)			
7.8 Environmental impact mitigation plan			
7.8.1 There is an environmental impact mitigation plan approved by both the authorities and the public concerned			
7.8.2 Compensation measures are included in the mitigation plan for parties that suffer adverse environmental impacts			
7.8.3 Measures are planned to mitigate nuisances specific to female actors			

Summary of points for attention and recommendations:

(Note here the elements that require further action or that shed light on your analysis)

6. ECONOMY

Objectif #8 : Ensure that economic impacts are considered and validated in consultation with stakeholders.

Checklist	Yes 1	No 0	Ref
8.1 Loss of assets (land, plantations, buildings, businesses, etc.)			
8.1.1 The project results in the temporary or permanent loss of habitat, farmland, grazing land (or fodder crops), fruit trees and domestic infrastructure			
8.1.1.1 Specific groups (socio-professional, cultural, gender, vulnerable groups, etc.) will be affected by these temporary or permanent losses			
8.1.1.2 The legal procedure has been formally complied with and appeals exhausted			
8.1.1.3 Compensation has been established and formally accepted by the affected population (directly or indirectly)			
8.1.1.4 The possible modification of a right of use has been analysed and endorsed			
8.2 Local income			
8.2.1 The project will result in job losses			
8.2.1.1 The number of jobs lost through implementation and operation is estimated on a disaggregated basis (gender, age, socio-professional background)			
8.2.2 The project will create jobs			
8.2.2.1 The number of jobs created by implementation and operation is estimated on a disaggregated basis (gender, age, socio-professional background)			
8.2.2.2 The professional criteria (skills, availability, status) for recruiting staff at all stages of the project are transparent and known to the public			

Checklist	Yes 1	No 0	Ref
8.2.2.3 Recruitment favours local employment with equal professional criteria (guarantee to local people for auxiliary posts (labourers, drivers, etc.)			
8.2.2.4 Recruitment is non-discriminatory based on equal professional criteria			
8.2.2.5 Recruitment focuses on women, young people and other vulnerable groups			
8.2.3 The project involves purchases (materials, equipment, supplies, etc.)			
8.2.3.1 The volume of these purchases is clearly estimated			
8.2.3.2 Purchasing criteria are transparent and known to potential suppliers			
8.2.3.3 The project encourages local purchasing on equal terms			
8.2.4 The project promotes increased agricultural or other production			
8.2.4.1 Induced economic interests identified in the stakeholder analysis			
8.2.4.2 The project may be used for divergent economic interests and create conflicts			
8.2.4.3 The project helps to reduce economic inequalities between stakeholders			
8.2.4.4 Measures have been taken to limit the involvement of illegal networks and family or political collusion, and to create the conditions for transparent management			
8.2.5 External resources (equipment, financial transfers, consumables, etc.) brought in directly by the project implementation phase are likely to modify local social relations			

Summary of points for attention and recommendations:

(Note here the elements that require further action or that shed light on your analysis)

7. SOCIAL

Objectif #9 : Ensure that social concerns have been considered and validated in consultation with stakeholders.

Checklist	Yes 1	No 0	Ref
9.1 Historical, archaeological, cultural or religious sites			
9.1.1 The project may alter historical, archaeological and cultural sites or require excavations			
9.1.2 Traditional, customary or religious sites were considered in the identification process			
9.1.3 The project manager and the monitoring committee are informed of the regulations in the event of an archaeological discovery during the works			
9.2 Health/protection of workers and the public			
9.2.1 The project may give rise to accident risks for workers and the public			
9.2.1.1 The various risks are identified and known by workers and the public			
9.2.1.2 Certain categories (socio-professional, gender, age, etc.) will be particularly affected			
9.2.1.3 A risk prevention and mitigation plan has been drawn up and accepted by those concerned			
9.2.1.4 The company has civil liability insurance			
9.2.1.5 During operation, the site is well protected, equipped and signposted against accidents			
9.2.1.6 Staff have adequate protective equipment and insurance			

Checklist	Yes 1	No 0	Ref
9.2.2 The project may cause health risks for workers and the public			
9.2.2.1 Workers and the public are informed of potential health problems			
9.2.2.2 A system is in place to monitor the health risks of the project			
9.2.2.3 A system is in place to monitor potentially induced health problems			
9.2.3 The project may lead to an increase in disease vectors			
9.2.3.1 The public has been informed of this situation			
9.2.3.2 An operational plan for communicating with and informing the public about the various risks associated with the project has been drawn up			
9.2.3.3 A system is set up to monitor the number of vectors			
9.2.3.4 A system is in place to control the potential increase in disease vectors			
9.2.4 The project may cause risks to animal health			
9.2.4.1 Livestock keepers are informed of potential animal health problems			
9.2.4.2 A system is in place to monitor the project's risks to animal health			
9.2.4.3 A system is in place to monitor animal health problems			
9.3 Lifestyle			
9.3.1 The project leads to changes in lifestyle or behaviour			
9.3.1.1 Specific groups will be more affected by these changes in lifestyle or behaviour (by gender, age and socio-professional or cultural category)			
9.3.1.2 These changes concern local customs, practices and cultural traditions			
9.3.1.3 These changes have been explained (advantages, disadvantages, innovations, etc.) to everyone			
9.3.1.4 Direct or indirect beneficiaries must change their behaviour and agree to do so			
9.3.1.5 Non-beneficiaries must change their behaviour and agree to do so			
9.3.2 The project may accentuate social inequalities			
9.3.2.1 The terms of use (distance, timetables, etc.) will exclude certain stakeholders or vulnerable groups			
9.3.2.2 It is possible that certain stakeholders may appropriate the work and/or its use for their own benefit			
9.3.2.3 There is a mitigation/compensation plan approved by the social groups concerned			
9.3.3 The project may lead to incompatible uses or social conflicts between different users			
9.4 Specific concerns relating to gender and vulnerable groups			
9.4.1 Project management pays particular attention to gender and vulnerable groups in terms of access to information, recruitment and decision-making			
9.4.2 The project has specific negative impacts based on gender or membership of vulnerable groups (economic activities, competition, security, resources, etc.)			
9.4.3 The methods of accessing and using the project consider the specific needs of different groups (age, gender, socio-cultural specificities, vulnerable groups)			

Summary of points for attention and recommendations:

(Note here the elements that require further action or that shed light on your analysis)

CONCLUSION

Conclusion of the field analysis by the agent in charge

Checklist	Yes 1	No 0	Ref
The project should be abandoned at this stage of the project cycle			
Further analysis is required to answer certain questions before moving on to the next stage			
The project cycle can continue on the basis of the responses and references collected			
The project cycle can continue provided that the implementation team, beneficiaries and funders meet the CSP/GESI conditions set out below			
The project is likely to strengthen social cohesion and stability in the target area			
The project is likely to reduce social inequalities and strengthen gender equality in the target area			

Summary of points for attention and recommendations:

(Note here the elements that require further action or that shed light on your analysis)

REFERENCES (List here the references that support the analysis)

Tool 12: Sculpture of power relationships

What is it all about?

The human sculpture exercise is designed to help participants reflect on and understand power dynamics in human relationships. By physically positioning themselves to represent different power structures, participants gain insights into how power operates and what changes are needed to create more equitable and inclusive environments.



What is the tool used for?

- To encourage reflection on the distribution of power in social and professional relationships.
- To raise awareness about how power dynamics affect individuals and groups.
- To identify actions and strategies for changing imbalanced power structures and promoting equality.
- To help participants visualize the changes needed to foster more inclusive and fair interactions.

Who uses this tool and for whom?

This tool is used by facilitators in workshop settings to engage participants in reflecting on power dynamics. It is useful for individuals or groups seeking to understand and address issues related to power imbalances in their communities, workplaces, or broader social contexts.

How do I use the tool?

Steps

- Ask for 3 volunteers and tell them what task they will perform as part of a human sculpture.
- Ask No 1 to lie on their back on the floor.
- Ask No 2 to stand next to No 1 and place one foot on No 1's stomach.
- Ask No 3 to stand on a chair behind No 2 and put their hands on No 2's shoulder.

Questions to the group :

- What does the sculpture represent? What is it about (for example: power relationships, social classes, positions in the community or group)?
- Who's who in the sculpture?
- How would you arrange the sculpture to represent what you would like to see?
- How would you change the sculpture to represent a fairer distribution of power? (Where would you start: at the bottom, in the middle, at the top?)

Possible modifications to the sculpture:

- Ask numbers 1-3 to change position while the group watches.
- Ask the participants to give instructions to numbers 1 to 3 to change position.
- Add people to the sculpture by asking the following question: what would you add?
- Ask everyone to build a vision of what they would like to see - what would it look like? How could we get there ?

Debrief of the three sculpture volunteers - ask them:

- How did it make you feel to be in your position?
- Did you like the position you were in at the start?
- How did you like the change of position?

To explore further (time permitting):

Form mixed groups of 5 people and ask each group to choose an issue relating to cohesion/peace, social inclusion or gender equality and incorporate it into their own sculpture.

Example of responses from a workshop in Cotonou:

- The domination of a woman
- Fairness: because men are taller, they have less height than women who sit on chairs
- A woman who is protected by her husband, who defeats her adversary
- Behind every strong man, there is a strong woman
- A conflict with the one that touches the man lying down
- Those at the bottom are marginalised
- There is the spirit of domination and submission
- If we apply this to our contexts: it's the woman who should be on the floor
- Men who lie down are vulnerable
- The man lying down is a sexual abuser and the husband is taking revenge

We can conclude from this that everyone sees with their own eyes, depending on their experiences and position. If it were a woman lying down with a man's foot on her chest, we would have automatically deduced that this was a relationship of submission and domination.

Next, the participants were asked to rearrange the three actors to conceive the statue in a different way that would reflect our idea of inclusion, equality and gender equity. The three participants (two men and one woman) sat cross-legged in a circle, at the same level.

Finally, there was the possibility of adding other people to the sculpture. So, two chairs were added opposite the protagonists: one for a disabled person, and the other for an elderly person in the role of resource person. However, there was no gender parity, so a second seated woman was added to achieve this.

This exercise highlights the importance of having a clear vision of the changes we are seeking through our lobbying and advocacy activities.

Tool 13: Checklist for GESI and conflict-sensitive advocacy and lobbying

What is it all about?

This tool guides project teams and partners through the process of advocacy and lobbying, enabling them to effectively influence decision-makers and stakeholders to support gender equality, inclusion, and social cohesion. It helps structure the advocacy process to achieve concrete and sustainable policy changes.

What is the tool used for?

- To strategise and plan effective advocacy and lobbying efforts.
- To identify key stakeholders and target decision-makers.
- To craft persuasive messages that align with project goals related to gender equality, social inclusion, and conflict sensitivity.
- To establish clear objectives, tactics, and monitoring mechanisms for advocacy and lobbying activities.

Who uses this tool and for whom?

This tool is used by project teams, advocacy groups, and partners seeking to influence policy or decision-making processes. It is especially relevant for those advocating for gender-sensitive policies or advocating for marginalised groups. It is essential for advocacy and lobbying initiatives conducted in fragile or conflict-affected contexts where advocates and the communities they represent may be exposed to increased risk and need to be protected.

How do I use the tool?

The checklist has four sections:

1. Analysis of the context and planning of the advocacy strategy
2. Development of the advocacy strategy and objectives
3. Implementation of the advocacy campaign
4. Evaluation of the advocacy campaign

Live application of the checklist in a workshop setting

Take an example of an advocacy-lobbying process within your project: a campaign on women's and young people's leadership, women's entrepreneurship and the fight against gender norms and stereotypes, the fight against gender-based violence, the prevention of radicalisation among young people, a campaign for the consumption of local milk or to influence regional and/or national livestock policies, etc. Use the checklist to ensure that your advocacy and lobbying activities are inclusive and conflict sensitive.

Advocacy action identification sheet

What type of advocacy-lobbying action is this?

- Meetings, round tables, press conferences with decision-makers
- Awareness campaign - social marketing
- One-off operation targeting a particular actor, institution or influential group
- Event
- Other...

Who is leading this action?

With which key partner(s)?

What is the aim of this action?

- Does it directly target gender equality, inclusion or social cohesion?
- Does it address these aspects indirectly?

Which decision-maker(s) is(are) targeted by your action?

At what level is this action being taken?

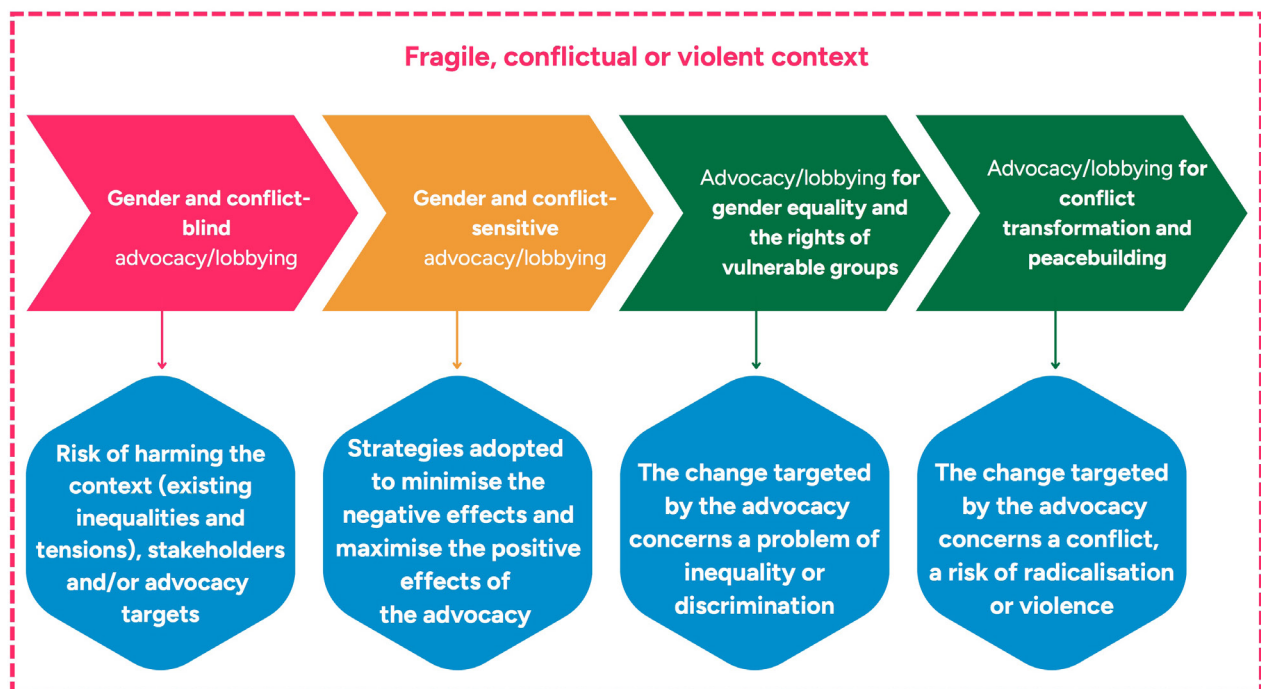
- ☐ Local
- ☐ National
- ☐ Regional/International

Checklist

Each section contains questions that apply to advocacy actions that:

- Integrate sensitivity to conflict and GESI: this is a minimum standard
- Specifically target gender equality and inclusion: must ensure conflict sensitivity
- Aim for conflict transformation and peace: must ensure gender equality, non-discrimination and social inclusion
- In the case of an action carried out in a fragile context affected by violent conflict: this context must be systematically considered in our actions

The advocacy continuum



The questions below should be answered according to the nature and ambitions of your advocacy action.

After completing each section, go back over the negative responses to identify areas for improvement in your advocacy work and make recommendations.

1. Planning the advocacy strategy - context analysis

If a section is not applicable to your context, please go on to the next section.

To be checked by the project team			Comments
For advocacy actions that incorporate conflict sensitivity and GESI			
Has analysis been carried out to understand how the advocacy issue affects men and women differently?			
Has analysis been carried out to understand how the advocacy issue affects vulnerable or marginalised groups differently?			
Has analysis been carried out to understand the sources of tension and opportunities for peace in relation to the theme and scale of the advocacy?			
Does the context analysis include an appreciation of the power of influence of the stakeholders in the advocacy campaign?			
Are disaggregated data and evidence available to illustrate the inequalities, discrimination and problems faced by different vulnerable or marginalised groups in relation to the advocacy theme?			Data must be disaggregated by "vulnerable" groups: women, young people, IDPs, people with disabilities, etc.
Is the methodology for collecting data and evidence inclusive and conflict-sensitive?			Separate focus groups for men and women A process led by collection agents from the group in question or from the community Safe spaces for "free speech" Use of the language spoken by the group in question
Does the evidence collected reflect the point of view of women, young people and other vulnerable or marginalised groups?			
For advocacy actions aimed at gender equality and inclusion			
Has a context analysis of the main gender inequalities and discrimination been carried out?			
Are the situations, needs and aspirations of (young) women known?			
Have vulnerable groups been identified and an analysis of their vulnerability carried out?			
Are the situations, needs and aspirations of these groups known?			
For advocacy actions aimed at conflict transformation and peacebuilding			
Has an analysis of the conflict context been carried out: types, actors, causes, dividers and connectors?			
Does the analysis identify the underlying or deep-rooted causes (the drivers of conflict)?			
Does the analysis reveal the impact of the conflict context on different groups (gender, age, socio-professional, etc.)?			
Does the analysis identify existing conflict prevention and management mechanisms and their strengths and weaknesses?			
Does the analysis identify the actors who play an influential role in the prevention and management of the targeted conflict(s)?			
Does the analysis identify the potential of women and young people in building peace?			
In the case of an advocacy action carried out in a situation of conflict/violence			
Does the analysis of the context identify the actors who use violence and threats?			
Does the analysis seek to understand their motivations?			
Have the risks for the protagonists of the advocacy action been assessed?			

2. Development of the advocacy strategy and objectives

If a section is not applicable to your context, please go on to the next section.

Themes and objectives of the action			Comments
For advocacy actions that incorporate conflict sensitivity and GESI			
Does the theme of the action consider the needs, challenges and aspirations of the various vulnerable segments and groups?			
Are the specific conflict context and its impact on women and vulnerable groups considered in the theme of the action?			Taking account of historical grievances, power dynamics and cultural factors
Do the objectives and expected results undermine gender equality and social inclusion?			
Are advocacy activities likely to encourage or incite violence?			If so, appropriate measures to mitigate these risks must be identified and included
Do advocacy activities offer opportunities for social cohesion and peace?			If so, appropriate measures to exploit the opportunities are identified and included
For advocacy actions aimed at gender equality and inclusion			
Are gender equality and the promotion of the rights of women and vulnerable groups explicit objectives of the action?			Combating gender-based discrimination, sexist stereotypes and gender-based violence
Are the voices, perspectives and experiences of women and vulnerable groups considered and heard in the advocacy actions?			
For advocacy actions aimed at conflict transformation and peacebuilding			
Are conflict prevention, dialogue, reconciliation and peacebuilding specific objectives of the action?			
Is the level of advocacy appropriate to the nature and scale of the conflict?			Specify the nature of the conflict and the advocacy level
Are advocacy actions organised at different levels (local, national and regional/ international)?			
Will advocacy actions have an impact on hidden and invisible forms of power?			Specify which forms of power
Will advocacy actions create spaces where the participation and voice of citizens (especially marginalised groups) can exert influence?			
In the case of an advocacy action carried out in a situation of conflict/violence			
Are long-term objectives formulated in terms of positive peace (justice and equitable development) or negative peace (absence of direct violence)?			
Will advocacy actions have an impact on the impunity for perpetrators of violence and/or support to survivors?			
Are measures taken to protect survivors of violence from adverse repercussions in connection with or because of advocacy work?			Specify protection measures
Have protective measures been put in place for the protagonists of the plea?			Specify what protection measures have been put in place

Building alliances, partnerships and targets			Comments
For advocacy actions that incorporate conflict sensitivity and GESI			
Is the target of your advocacy campaign inclusive and representative of the different categories?			Justify this by specifying who is being targeted
Do your advocacy partners have expertise in GESI and conflict sensitivity?			If not, are there any capacity-building measures planned? Please give details
For advocacy actions aimed at gender equality and inclusion			
Do you work in partnership or coalition with organisations that promote the rights of women and vulnerable groups, or professional organisations, groups, etc. that defend the interests of these groups?			Which ones?
Do you work in partnership or coalition with individuals and/or organisations that support or are part of the #HeforShe movement?			
For advocacy actions aimed at conflict transformation and peacebuilding			
Do you work in partnership or coalition with organisations involved in conflict prevention and peacebuilding?			Which ones?
Do you engage with a range of actors across the spectrum of conflict?			This increases the number of voices heard and creates a better environment for dialogue and reconciliation
Do your advocacy partners inspire respect for all parties involved in the conflict?			Ensuring that stakeholders are respected at the appropriate level
Do you work with media that apply the principles of Conflict-Sensitive Journalism (CSJ)?			Give some examples
In the case of an advocacy action carried out in a situation of conflict/violence			
Do you work with legal experts and international bodies to amplify messages and share risks?			
Do you support survivor-led initiatives and ensure that advocacy reflects the priorities and experiences of the affected communities?			
Do you connect survivors with safety and justice by improving their access to legal, social, and health services?			
Have protective measures been put in place for partners at risk of pressure or reprisals?			Which ones?
Are you sure you're not working with media that practice hate speech or spread propaganda?			

3. Implementation of the advocacy campaign

If a section is not applicable to your context, please go on to the next section

Messages, visuals, language, distribution	👍	👎	Comments
For advocacy actions that incorporate conflict sensitivity and GESI			
Do the messages conveyed represent the situations, interests and aspirations of women and vulnerable groups?			
Are the messages careful not to generate feelings of exclusion or discrimination?			
Is the process for producing messages and visuals impartial and inclusive?			This process includes the choice of language, duration, music, visuals, etc.
Are all groups represented in the visuals in a non-stereotyped way?			Avoid gender, age and group stereotypes - Choose representative protagonists
Are the channels and media used inclusive and appropriate?			Specify the choice: e.g., social networks, radio, posters, television, etc.
Are the messages conveyed in languages appropriate to the target audience?			Use a representative range of languages spoken
Are messages conveyed using inclusive communication? (See tool 1.a)			Feminisation of nouns, pronouns used
Are messages conveyed using conflict-sensitive communication? (See tool 1.b)			Be careful when discussing sensitive subjects: use language that is inclusive, impartial and positive
For advocacy actions aimed at gender equality and inclusion			
Is the content of the messages informed by the experiences of female role models?			
Do the messages conveyed encourage support from male allies?			
For advocacy initiatives aimed at conflict transformation and peacebuilding			
Do the advocacy materials present a balanced view of the situation?			They present the points of view of the protagonists and do not take sides
Do the media used give voice to women, youth and other vulnerable or marginalised groups?			
Does the content of the messages encourage constructive communication, empathy and understanding between the various stakeholders?			
Does the content of the messages draw on the experiences of role models in conflict prevention and management?			
In the case of an advocacy action carried out in a situation of conflict/violence			
Do the messages conveyed contribute to improved safety, justice, and well-being for affected populations?			
Do the messages conveyed help mobilize direct support to survivors and denounce perpetrators of violence?			
Does the campaign use a combination of public-facing and private advocacy (multi-pronged approach)?			Public awareness campaigns using mass media, community events, and cultural performances can raise public awareness and mobilize support Private dialogue with government officials, judicial branches, and other powerful actors can influence policy and practice directly

4. Evaluation of the advocacy campaign

If a section is not applicable to your context, please go on to the next section.

Monitoring, evaluation and learning			Comments
For advocacy actions that incorporate conflict sensitivity and GESI			
Is there any monitoring and evaluation of the impact (positive/negative) of advocacy on gender equality, the inclusion of vulnerable groups, etc.?			
Are the results collected and disseminated in a way that is disaggregated by gender and vulnerable groups?			
Is the impact (positive/negative) of advocacy on the conflict context monitored and evaluated?			
For advocacy actions aimed at gender equality and inclusion			
Has advocacy influenced equitable access to resources?			ACCESS: Give an example
Has advocacy influenced the decision-making power, freedom of choice and self-confidence of vulnerable and/or marginalised groups?			AGENCY: specify
Has advocacy influenced the participation, networking and relationships of vulnerable and/or marginalised groups and their influence in communities and governance systems?			VOICE: specify
For advocacy actions aimed at conflict transformation and peacebuilding			
Has advocacy influenced personal attitudes and/or behaviour?			Specify: e.g., abandoning violence, accepting consultation and inclusion
Has advocacy improved relations between stakeholders?			Specify: e.g., mutual trust, communication, inclusion and cooperation
Has advocacy made systems and structures more transparent, inclusive, participatory and equitable?			Specify
Does advocacy have an influence on the "culture" of the target community or society?			Specify: e.g., rejection of violence and exclusion, development of a culture of peace and social justice
In the case of an advocacy action carried out in a situation of conflict/violence			
Is there a mechanism for ongoing monitoring and analysis of the conflict and security context?			
Are advocacy strategies, messages and dissemination channels adapted accordingly?			
Are risk assessment and management adapted accordingly?			
Is there a communication mechanism to dispel (false) rumours and set the record straight?			Distinguish between the true and the false, collect data and evidence from reliable and recognised sources
Have partners and advocacy targets been adequately protected?			
Has advocacy reduced the levels of conflict and violence observed?			
Has advocacy improved the situation for the survivors of violence?			
Has advocacy brought more justice to perpetrators of violence and those who violate human rights?			

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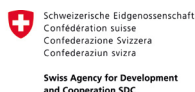
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